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ABSTRACT

Reports of 10 career education miniconferences for postsecondary practitioners are contained in this document. (Conference objectives included bringing together individuals active in implementing career education at the postsecondary level, collecting examples of successful practice, identifying practical problems in implementing career education, and transmitting applicable knowledge to others in the field.) The miniconferences described involved practitioners from community and junior colleges, nonpublic colleges and universities, teacher education institutions (two conferences), armed forces, adult/recurrent/continuing education, postsecondary vocational-technical institutions, State colleges and State universities (two conferences), and community education. Each miniconference is described in terms of postsecondary area, participants, issues raised by participants, and discussion of issues in dialogue form. Conclusions reached concerning the following overall major issues are also discussed: Defining career education for the postsecondary institution, implementing career education--approaches and/or the faculty role, faculty resistance to career education--incentives and training needed, and community resources--implications for career education. A roster of conference participants is included, along with profiles of their respective projects/programs. The profiles comprise a major portion of this document (100 pages). Each profile includes the address and contact person, purpose, description of the program, unique features, and background information. (TA)

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dialogue
career education mini-conferences for postsecondary practitioners

final report

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staff

PROJECT DIRECTOR

PHYLIS GREENFIELD

STAFF

WENDY DELLEFIELD
ANNA BETH PAYNE
JOHN SALITRIK

GRAPHICS

JUDITH MANNING

PROJECT EXECUTIVE

STEVEN FRANKEL, Ed.D.

ACKNOWLEDGEMENTS

This series of career education mini-conferences aimed at postsecondary practitioners opened up an area of career education which had heretofore not been in the "limelight." It was clear from the first conference, though, that the participants were not newcomers to career education. The insights, ideas and problem solving techniques which each participant brought to the conferences have gone a long way in furthering career education in postsecondary institutions. We are grateful to the participants for coming together and talking together about career education.

Many people had responsibility for the development of the mini-conferences. Dr. Kenneth Hoyt not only led the conferences but brought out the best in all who attended. We are grateful for the opportunity of working with him and learning from him. Terry Newell of the Office of Career Education served as the Program Officer and we thank him for his counsel. Wendy Dellefield, Anna Beth Payne and John Salitrik of Applied Management Sciences all worked diligently in putting the conferences together and reporting on them. Other staff members who provided valued and important support services include: Judy Manning (graphics), June Hamning (typing), Leslie Greenberg (typing), Winnie McMahon (typing), Mary Tenney (typing), and Jerrold Marans (accounting). In addition, the conference staff at the Bethesda Holiday Inn is to be commended for their efficient and professional service.

It has been a pleasure to work with each of you.

Phylis O. Greenfield
Project Director
Career Education Mini-Conferences
for Postsecondary Practitioners

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executive summary

In the fall of 1976, ten career education mini-conferences were conducted by Dr. Kenneth B. Hoyt, Director of the Office of Career Education, United States Office of Education. These conferences, each two days in length, ran from mid-October through mid-December, 1976, and were entitled Career Education Mini-Conferences for Post-secondary Practitioners. The meetings were organized and managed by Applied Management Sciences, Inc., of Silver Spring, Maryland.

The objectives for the conferences set forth by the Office of Career Education included:

1) bringing together those individuals most actively involved in implementing career education at the postsecondary level;
2) collecting examples of successful practice from such persons;
3) identifying practical problems in implementing career education in these settings;
4) transmitting such new knowledge to others considering the applicability of the career education concept to the particular postsecondary setting in which they work.

Career education practitioners were selected from the following kinds of postsecondary groups:

- community/junior colleges,
- non-public colleges and universities,
- teacher education institutions,
- armed forces,
- adult/recurrent/continuing education institutions,
- vocational technical institutions,
- state colleges and universities,
- community education programs.

The participants at the mini-conferences were chosen from 272 nominations. Forty-two percent of these nominations came from State Career Education Coordinators, 51 percent from 22 major postsecondary associations, and seven percent were from selected mini-conference participants from the 1974-76 mini-conferences. In addition, persons nominated as possible presenters at the Commissioner's National Conference on Career Education in the area of postsecondary career education were considered as nominees. The selection of the participants was based on the following criteria:

- The participants selected should match, proportionately, the percent nominated from each of the three nominating groups. The percentages might not agree exactly, since some people from the National Conference might be selected.
- There should be at least two persons from each State that submitted nominations in time to have them considered (45 States and the District of Columbia).
- Women and minorities should be equitably represented.
- The participants should be the very best persons possible, given the information that was available.

Three of these criteria were met to a high degree. However, the third criterion was more difficult to meet because 1) too few women were nominated, and 2) no information was available on the ethnic status of the nominees.

Early during the first day of each conference, the participants raised issues concerning career education related to their particular postsecondary setting (i.e., community colleges, vocational technical institutes, teacher education institutions, etc.). The participants at each career education conference then discussed, but were not limited to, issues related to the conference objectives set forth above.

Certain issues emerged with regularity throughout the conferences. The following themes emerged as major issues in many of the conferences:

- Defining career education for the postsecondary institution;
- Implementing career education--approaches and/or the faculty role;
- Faculty resistance to career education--incentives and training needed;
- Community resources--implications for career education.

In the section below, conclusions reached for each of these issues are briefly discussed.

Defining Career Education for the Postsecondary Institution

While the precise definition of career education varied with the needs and groups convened at each conference, certain common elements stand out. These include a focus on the individual student and the inclusion of both paid and unpaid work experiences.

The Adult/Recurrent/Continuing Education participants developed the following definition:

> Career education for adults should not be regarded as the special province of any existing type of institution, agency or discipline. It is not principally academic education, technical education, vocational education or adult education. Rather, it is a blend of all of these plus the interest and concerns of other agencies, public and private, with the goal of improving the quality of life - with work, paid or unpaid, serving as the core of the effort. This (adult education) represents one segment of the continuation of a basic societal concern that holds both society and the individual benefit when one engages in a socially useful career.

The Non-Public Colleges and University Conference participants worked towards a definition of career education which would have meaning on the liberal arts campus. Of particular interest are the three definitions which emerged from the discussion:

1) career education is the process of assisting students in finding, defining and developing life-goals;

2) career education is thinking and valuing, in identity and individuality, ability and talent to effect growth in personal productivity and professional contributions, and,

3) career education is helping the individual discover who she/he is, what she/he wants to do, and how to get there.

Implementation of Career Education

The ways in which postsecondary institutions weave career education into the fabric of the institutions was an important issue during most of the conferences. Two important aspects were discussed. First, the involvement of faculty in implementing career education was seen as crucial. Second, the integration of the many and varied resources of the community with the institution's programs was seen as important to the student's career education. The role of the community will be addressed more fully later.

The role of faculty in implementing career education activities was discussed as an issue in the conference. With the newly awakened student demands for relevant education in mind (i.e., academic studies related to practical career involvement), the Non-Public

Colleges and Universities discussed the role of the faculty in career education. A main element is student advisement, which is motivated by the need for economic survival of both the faculty and the institution. Integrating a career emphasis into academic studies was seen as another important element.

The manner in which this career emphasis should be integrated was a major point of concern at several conferences. One suggestion was through off-campus experience for students such as cooperative education, internships and exploration activities. Another method is through infusing career education in academic courses, and a third alternative is offering separate career education courses.

In one of the Teacher Education Institution conferences, infusion versus separate courses was discussed as a method for implementing career education. The participants agreed that to start a career education effort on campus, a separate course provides visibility. In the long run, however, infusion was the preferred method because all students would be exposed to career education. The best strategy is to adopt an infusion approach at the undergraduate level while at the graduate level, a separate course approach is necessary for teachers to receive credit for inservice training. Participants at a conference for State Colleges and Universities stressed that they wouldn't want to fall into an "either/or" trap regarding infusion versus a separate course approach to career education. However, they agreed that separate courses can be a vehicle for encouraging infusion.

Faculty Resistance to Career Education

Several groups dealt with problems of faculty resistance to career education. This resistance stems from several sources. Participants at the Non-Public Colleges conference felt that many objections are related to off-campus experiences. Faculty are concerned about keeping their classes full, loss of control over awarding credit and evaluating off-campus experiences. Liberal arts faculty object to a trade school approach, and think that an emphasis on careers threatens a humanistic education. Other participants, from teacher education institutions, felt that the major resistance to career education stems from perceptions of career education as vocational education. It is also seen by many as an effort to discourage youth from college attendance. Several strategies for overcoming these objections were identified. Indirectly, securing administrative support helps to overcome faculty resistance. Ways of approaching the faculty directly were also discussed.

Several of the groups agreed that it was imperative in developing and implementing career education programs at the postsecondary level to have strong commitment from administrators. Strategies were identified at one State Colleges and Universities Conference for obtaining administrative support. First, career educators could describe career education as a way of improving academic instruction. In addition, they could encourage advisory committees, task forces, legislatures and other public groups to pressure the university for career

education programs. Finally, the group suggested obtaining increased Federal funding.

It became clear during one of the State College and University Conferences that the strategies identified for faculty support for career education were quite different from those for gaining administrative support. Career educators, the participants felt, need to help faculty understand and accept career education and a humanistic definition of work, and to help them learn how to apply the concept in the classroom. Faculty need to learn to make explicit the existing relationships between work behaviors and college behaviors. Thus, faculty development which demonstrates how courses relate to the world of work through content, skills and values is necessary. One way is to supply better support services by providing the faculty with opportunities such as externships and counseling. For example, several representatives from non-public colleges offer workshops and other training for faculty in career counseling. Other approaches, suggested by participants from the State Colleges and Universities conferences, include student pressure on faculty as an incentive to do career education, utilizing teaching/learning centers, establishing career education as a high priority for faculty development and adapting the concept of the regular teaching load. Regardless of the kind of faculty development that is used, career educators need to remember that faculty members tend to learn from each other.

Community Resources: Implications for Career Education

The integration of community resources into any implementation plan was an integral step for most of the postsecondary groups. In fact, where several of the conferences developed ideal career education models for their particular group, each model contained a community - business/industry/labor component.

In other discussions of community involvement, representatives from the Adult/Recurrent/Continuing Education Conference discussed the joint compilation of a Community Education Resources Catalog which would include the training opportunities of public schools, postsecondary education institutions and business/labor/industry. This, in turn, might lead to the establishment of an Education Resource Center which would provide support services in addition to the development of the catalog.

The utilization of special groups from the community in preparing teachers was an important issue in one of the Teacher Education Institutions Conference. Two views of mutually beneficial interaction between the institution and the business/labor/industry community were discussed. First, unpaid career exploration in a variety of jobs and paid work experience (from a bonafide job outside of education) should be required sometime during the undergraduate years. Second, unpaid career exploration activities should be infused into Foundations and Methods courses, analogous to the K-12 level, rather than making them a separate credit-granting experience. The participants decided that the first view was better in the short run, but that the second view was preferable in the long run.

The Community Education Conference addressed this issue directly and viewed career education as a vehicle for approaching the serious involvement of the schools and the community. At this time, community education is beginning to place more emphasis on involvement in the school system. Some participants expressed concern that community education would become identified with the formal system, but others stated that the community education process allows the system to change in relevant ways. This process is important to career education in that it emphasizes the development of community resources to deal with a particular identified problem, in this case the problem of education-work relationships.

Other Issues

Other issues which stimulated in-depth discussion at several of the conferences were:

- Identification of special student groups and their disparate needs;
- Career education and teacher certification;
- Career education legislation and the postsecondary institution;
- Development of an idealistic career education model for postsecondary institutions.

Special Student Groups and Their Needs

Several groups at the mini-conferences were concerned with the needs that their special student groups have. On the liberal arts campus, students want to leave college prepared for a job and expect to find an opportunity to explore their occupational choices while at the institution. Students at vocational institutions are less concerned with career exploration and more concerned with acquiring needed skills for job entry and advancement. Participants at the conference for community and junior colleges felt that the wide variety of students they see requires a multi-pronged approach in order to meet the disparate career education needs of those students. Finally, adults belonging to forgotten groups such as the rural community and the disadvantaged need the opportunity to acquire self-esteem, economic opportunity and adaptability skills. Several groups report that they provide increased testing and counseling services to their students. Workshops which are geared towards specific concerns (e.g., life/career planning, self-esteem, etc.) were also discussed as a useful tool.

Teacher Certification

An issue of particular interest to participants at the Teacher Education Mini-conferences was the need for certification in career education. Several participants believed there should be a required course or competencies for career education within teacher certification. However, in order to include such a requirement, specific competencies would have to be developed. Others felt that career

education training should take place during a fifth year of college (after the B.A.) and should be used in granting full certification. None of the participants felt that Career Education specialists should be certified; rather, each teacher should be required to develop career education competencies during their career, either through pre-service or inservice training.

Legislation

Participants at the State Colleges and Teacher Education conferences discussed the importance of Career Education legislation and funding for postsecondary institutions. Participants at one conference for State colleges noted that for career education to succeed in higher education, Federal funding earmarked for higher education is necessary. These funds could be used for training career counselors, faculty and staff development, research and demonstration projects. Participants from teacher education institutions felt that any postsecondary legislation should include a special title for Teacher Education which would provide for:

1) inservice training of teacher education faculty;
2) institutional planning for infusing career education into the curriculum;
3) establishing career education demonstration centers;
4) collecting and disseminating materials; and,
5) providing for joint development programs for local education agencies and institutes of higher education.

An Idealistic Model for Career Education

A final issue of importance was the development of an idealistic career education model for postsecondary institutions. Four groups discussed this: Community/Junior Colleges, Non-Public Colleges and Universitites, State Colleges and Universities and Vocational-Technical Institutions. Each of these models incorporated involving community and business resources and approaching the student in an individualized manner through counseling and flexible programming. Participants from community colleges and vocational institutions were also concerned about coordinating career awareness and exploration with secondary schools. This might include working with high school teachers, having "Career Day" exhibits and providing extensive counseling during the admission interview. Liberal arts faculty felt that the goal of an ideal model should be to assist students in making informal decisions about careers and in discovering a sense of purposefulness in every learning experience. In addition to the elements already identified, they felt that work experience is important in any career education model. Finally, participants from State colleges identified a number of goals for the student, including the possibility of achieving a satisfying work life, the ability to cope with life/work experiences and knowledge of the decision-making process.

Conclusion

Viewed altogether, the series of Career Education Mini-Conferences for Postsecondary Practitioners provided an indication of the wide interest and concern for career education around the country. Clearly, career education at the postsecondary level is not a monolithic concept. However, the evidence of congruent themes that thread through the conferences indicates that career education is rapidly growing and developing in an effort to meet the diverse needs of students enrolled in postsecondary institutions.

introduction

This Report contains my personal notes taken during ten OCE "mini-conferences" held during the Fall of 1976. These notes are accompanied with descriptive summaries of career education activities furnished by "mini-conference" participants. The prime function this Report will hopefully serve is to share, with other persons interested in career education, some of what the participants in these ten "mini-conferences" taught me.

These ten "mini-conferences" are part of a series of more than 60 such seminars I have conducted since the Summer of 1974. The total set covers a wide variety of topics and kinds of "actors" in career education. The ten "mini-conferences" summarized here were designed to cover only one kind of setting in which career education should be implemented - namely, postsecondary and adult/recurrent education. The generic topic of "Career Education In Postsecondary Education" is one that is certain to attract increasing attention in the next few years. Hopefully, this Report will be helpful to some of those who address themselves to this generic topic.

All OCE "mini-conferences" (including the ten reported here) are organized and conducted around an open-ended format. Each is planned for 12 persons who are recommended to OCE as having special expertise and experience in the particular topic under consideration. Each "mini-conference" begins with the participants working together to identify what they consider to be the basic career education issues to be resolved in the specific topic under consideration. Particular issues to be discussed at length by participants are then selected by consensus vote of the participants. I regard my primary purpose to be that of serving as a listener/clarifier rather than an active participant in the discussions.

Readers of this Report are urged to pay special attention to the list of "issues" found at the beginning of each set of "mini-conference" notes. It will be obvious that at no "mini-conference" did the participants find time to discuss more than a few of the issues they identified as important. It should be equally obvious that the issues themselves, while containing some overlap from "mini-conference" to "mini-conference," are more characterized by differences than by similarities. I regard each set of "issues raised by participants" as a "goldmine" of valuable insights into problems faced by those interested in implementing career education in a particular kind of postsecondary education setting. A particular postsecondary institution faculty interested in thinking about career education might well find the list of issues to be the most helpful part of this Report.

No pretense is made that the participants for any particular "mini-conference" represent the "very best" career education practitioners associated with the particular setting they represent. On the contrary, participants were selected from nominations received from State coordinators of career education, from past OCE "mini-conference" participants and from professional education associations identified with the various kinds of settings covered in this Report. Based on those nominations, I selected the actual participants trying to keep in mind the kinds of criteria noted in the Executive Summary for this Report. While, to be sure, it is probable that a more sophisticated nomination procedure may have given us a better set of participants, I was personally pleased with what I regarded to be the very high quality of professional expertise and experience demonstrated by those persons selected. They are certainly not a "random sample" of "typical practitioners" in any sense. If they are not the "very best," they must certainly be regarded as "better than average" - by a considerable degree. The summary descriptions of career education practices each supplied for this Report, along with their comments included in these notes, attest to that.

The "mini-conference" notes are ones that I took personally during the time the participants were together. Each night, following a "mini-conference" meeting, I typed up the notes at home and sent them to all participants for review and correction. The notes reproduced here are the ones I took, as corrected by the participants themselves. While they are not as well organized as would have been the case had a more formal structure been used, they do represent an attempt to accurately record the thinking of the participants as they developed it during the "mini-conference." Almost without exception, there is somewhere, in each set of notes, one or more remarks made by one or more participants that I regarded as a significant new learning experience for myself. I have purposely avoided preparing a "summary highlight" of what I regard as the most significant new learnings that came to me. Had I done that, I would have, perhaps, discouraged some readers of this Report from trying to discover new learnings for themselves - and that, after all, is why this Report has been prepared and is being distributed.

There were many remarks, suggestions and recommendations made by participants with which I seriously and strenuously disagree. Let no reader assume that the points of view expressed by these participants have now become "policies" for OE's Office of Career Education! When formal OCE policy positions are formulated with respect to any of the topics found in this Report, they will be published in monograph form similar to OCE monographs that grew out of earlier "mini-conferences." We at OCE are valuing and paying attention to the suggestions and advice furnished us by these participants. Many will undoubtedly find their way into future OCE policy papers.

Perhaps, for many readers, the single most valuable part of this Report will be the names and complete addresses of each "mini-conference participant. If you find it desirable or necessary to contact

any of these participants, please do so keeping in mind that, almost without exception, they are working in institutions without large, independent budgets for use in reproducing their career education materials in quantity. No participant received an honorarium for participating in the "mini-conference" nor an allowance for use in reproducing her/his materials for distribution to others. I am sure they will be willing to help others all they can, but you should know their ability to do so will be necessarily limited by institutional and financial constraints.

I have no hope nor expectation that the notes found in this Report will be as helpful or as meaningful to any reader as they are to me. After all, any set of "notes" are probably most valuable to the person who compiled them. In spite of this, it is my sincere hope and belief that these notes contain a wide variety of valuable insights, suggestions and advice that can be, and should be, helpful to those concerned with career education at the postsecondary level.

Finally, I want to express my deep personal thanks and appreciation to each of the "mini-conference" participants whose names are included in this Report. Without exception, each made valuable contributions to my learning and to the learning of other participants. I also want to express similar appreciation to Ms. Phylis Greenfield, Ms. Wendy Dellefield, and Ms. Anna Beth Payne of Applied Management Sciences who sat through these "mini-conferences" with me and took responsibility for the compilation of this Report. They, like the participants, have become real and valued friends of mine.

-Kenneth B. Hoyt
Director, Office of Career Education
United States Office of Education

community & junior colleges

COMMUNITY AND JUNIOR COLLEGES

October 11-12, 1976

Participants

Dr. Donald Carson
Director, Arapahoe Community College Resource Center
5900 South Santa Fe Drive
Littleton, Colorado 80120
(303) 794-1150

Mr. Dale Furbish
Coordinator, Career Life Development Center
Box 4195
Virginia Western Community College
Roanoke, Virginia 24015
(703) 344-2031

Mr. Donald Hanratty
Coordinator of Career Education
Itawamba Junior College, Tupelo Campus
653 Eason Boulevard
Tupelo, Mississippi 38801
(601) 842-5621

Mr. Ken Hills
Director of Counseling
Lane Community College
4000 E. 30th
P.O. Box 1E
Eugene, Oregon 97405
(503) 747-4501

Dr. Jeffery Kleinberg, Director
A Model of a Comprehensive Career Education Approach to Higher Learning
LaGuardia Community College
31-10 Thomason Avenue
Long Island, New York 11101
(212) 626-8568

Dr. George Mehallis
College Dean of Occupational Education
Miami-Dade Community College
11011 S.W. 104th Street
Miami, Florida 33176
(305) 596-1214

Mr. Robert Miles
South Central Community College
60 Sargent Drive
New Haven, Connecticut 06511
(203) 934-6321

Mr. C. Allen Paul
Dean, Technical Vocational Education
Grossmont Community College
8800 Grossmont College Drive
El Cajon, California 92020
(714) 465-1700

Ms. Hazel Rockhold
Director of Special Career Education Program
Hutchinson Community Junior College
1300 N. Plum Street
Hutchinson, Kansas 67501
(316) 663-5781

Ms. Lois Weihe
Director of Title I Impact Program for Women
Kirkwood Community College
6301 Kirkwood Boulevard, S.W.
P.O. Box 2068
Cedar Rapids, Iowa 52406
(319) 398-5411

Dr. J. B. Whitely
President, Houston Community College System
22 Waugh Drive
Houston, Texas 77007
(713) 869-5021

Dr. Reginald Wilson
President, Wayne County Community College
4612 Woodward Avenue
Detroit, Michigan 48201
(313) 832-5500

Issues Raised by Participants

1. How do we coordinate separate programs in the community college into a coordinated career education effort - without making career education yet another program?
2. How do we coordinate various kinds of career education efforts - K-12 and the four year college/university setting with those of the community college? How do we make the true career education ladder?
3. How do we develop a lattice career education effort with various kinds of community resources?
4. What kinds of resistances to career education are voiced by faculty members and how can these best be overcome? With vocational education? With liberal arts? (The generic problem of staff development for career education.)
5. What are the implications of an increase in diversity of student populations for implementation of career education in community colleges? For the goals of career education in the community college?
6. How and to what extent do career education activities relate to leisure time efforts in the community college?
7. Programs of counselor education and teacher education in higher education need to be apprised of the career education concept. They aren't turning out the kinds of counselors or the kinds of community college educators we really need for career education.
8. What kinds of information and materials exist for community colleges independent of materials prepared for use in elementary/secondary settings? To what extent should informational materials be evaluated in career education?
9. How can the "Trio" effort be utilized in building career education in the community college (i.e., how can you build efforts for the disadvantaged and yet fit them into a total career education effort)?
10. How can we get various government agencies to cooperate in bringing career education to the community college?
11. How can career education efforts be initiated and carried on without Federal funds?
12. What problems exist with respect to securing a commitment from local governing boards for career education in the community college? Should career education cost more?
13. What implications do the four classical U.S. Office of Education models of career education hold for the community colleges?
14. What implication does the open door philosophy of the community college have for career education?
15. What responsibility do community colleges have for extending their career education efforts in an outreach dimension to those not formally enrolled? - particularly adult women?

16. How should career education at the community college level be evaluated?

17. How can career education at the community college level be implemented in ways that encourage multiple opportunities for all rather than succumbing to the dangers of tracking for minority persons and for the disadvantaged?

18. Should there be a special position of Coordinator of Career Education in community colleges?

19. How can we increase public understanding of career education for community colleges?

20. What are practices and potentials of simulation devices for career exploration in career education at the community college? Should there be a community career education resource center?

Discussion of Issues

Issue: Students to be served

A. Introductory remarks

1. Ken Hills: The extremes we are faced with are the adult replaced by technology who needs a job now and the young high school graduate with no goals at all. Styles of delivery in career education should fit the diverse needs of the student.

2. George: We can think in terms of those who need: a) upgrading in their present occupation, b) retraining for a new occupation or c) initial training.

3. J.B.: We can contrast the Adult Basic Education (ABE), General Equivalency Diploma (GED), Comprehensive Employment Training Act (CETA) and disadvantaged adults with the young high school graduates and find good examples of the extremes.

B. Ways of helping students clarify education/career choices and goals

1. J.B.: With ABE, GED and CETA, we have a counselor/student ratio of 1:150. These students spend two to three weeks full-time getting oriented to the world of work and the education required which involves the counselor, Education Specialist and business resource persons. Students can do this at any time, and, when they are finished, they can then enroll in classes.

2. Dale: We use different approaches depending on student needs.

a. For about 75 percent of the students, a one-credit General Orientation course involving decision-making, values clarification and orientation to academic offerings (supplemented by a number of "100 level" introductory courses such as, "Introduction to Natural Sciences", "Introduction to the Humanities", etc.) is usually sufficient.

b. For about 15 percent, a special career development course is needed.

c. For about 10 percent, self-paced instructional units on career and educational decision-making is sufficient.

d. Each entering student has to talk with a counselor (which is where students are assigned to one of these three alternatives).

e. If there is further need for special kinds of career education classes, then they are offered.

3. Jeff: All of our entering students are required to enroll in a non-credit course that meets one hour per week called the "Freshman Advisory Hour." It is led by a three person team consisting of a counselor, a faculty member and a cooperative education coordinator. (For remedial students, the faculty member is replaced by a remedial reading teacher.) The team approach is critical to avoid student fragmentation early in his/her college life. Part-time students meet only three to four times per quarter whereas full-time students meet seven to eight times per quarter. Faculty members are required to spend three hours per week in student "office hours," one of which can be in these Freshman Advisory Hour seminars (so it's voluntary on the part of the faculty). Seminars are typically limited to 30 students. Students talk about their interests, aptitudes and values on a group basis. Some individual counseling sessions are also offered. These seminars are run by the counselor who sets the priorities for the Advisory Hour Team. By the sophomore year, this advisory function is taken over by the faculty member, not the counselor. We have 14 counselors and 16 cooperative education persons for 4,500 students.

4. Dale: The courses must be offered for credit at my school. Students go through an assessment process during which achievement and placement tests are administered. The students are counseled in their perceptions toward lifestyle and, in addition, any discrepancies between grades and perceived ability are examined.

5. J.B.: We may have to make a course out of it in order to count it for credit. If we don't count it for credit, we don't get Full Time Equivalent (FTE) reimbursement.

6. George: With 12,000 new students each Fall, it would take 400 sections and 26 FTE instructors to offer a one credit course like this. At Miami-Dade, we ask each student to spend an hour and a half with an academic advisor who then assigns the student to a faculty member. Each faculty member is required to spend five hours per week in student advisement. Miami's program is one of upgrading, retraining and initial training.

7. Allen: We have a course called "Personal Development" to help students with career decisions and career development which we offer for one credit. This gives us Average Daily Attendance (ADA) for State Aid which helps to pay the costs of the course.

8. Don C: We have a one hour credit course on personal development. CETA students meet three hours per day for two weeks prior to starting classes while regular students meet one hour per week for 10 weeks.

9. Ken Hills: One big advantage of this kind of course is that it provides an opportunity for the new student to ease into the college program without taking too big an academic load in the first semester. This is particularly important for returning women students.

10. Lois: We have a self-assessment program in which students can select and take their own tests. They do this for one day and then register for courses. One counselor can handle every 15 students, and about 80 per day are handled.

11. Don C: With a 50 percent turnover in students each semester, assigning them to advisors becomes a horrendous logistical job.

    a. Jeff: We do this by computer and it works out well.

C. Problems involved in getting and using accurate occupational information

1. Allen: There is a counselor representative on every advisory committee for each occupational specialty. They use the knowledge gained there as a supplement to the follow-up system.

    a. Two years ago, we started sending a follow-up questionnaire to every vocational-technical student in the college six months after the end of the semester. We get a 19 to 26 percent response. The items cover every item required by government forms.

    b. We also conduct an annual business/industry survey to ascertain how many students are placed with that agency, and how many openings now exist. (NOTE: By sharing these data with other kinds of education institutions in the area, employer's don't mind filling out the forms. Good idea....Ken Hoyt)

2. Reg: We use occupational education advisory committees to help set up field trips for students so students can gather accurate occupational information.

3. Ken Hills: Oregon has a State Occupational Information Service (OIS) which is computerized. It's very good.

D. Ways in which business/labor/industry personnel are utilized in the community college

1. Teaching courses called "Opportunities in (their occupation)" - 1 college.

2. Teaching a simulation "how to get a job" seminar before internships - 2 colleges.

3. Employing students in cooperative education programs - 12 colleges.

4. Serving on advisory committees for an occupational cluster - 4 colleges.

5. Evaluating occupational education programs - 12 colleges.

6. Screening and helping to select occupational education faculty members - 4 colleges.

7. Advising on the selection of equipment - 10 colleges.

8. Facility planning - 7 colleges.

9. Providing field trip sites for student observations - 12 colleges.

10. Providing career exploration experiences (other than work experience or observation) - 1 college.

11. Exchange programs between staff faculty and business/labor/industry personnel - no colleges.

12. Serving as career consultants to students - 7 colleges.

13. Conducting needs assessments for various occupational education programs - 8 colleges.

Issue: What implications do the four classical U.S. Office of Education models for career education hold for community colleges?

A. Introductory remarks

1. Don H.: Itawamba Junior College has a three year Experience Based Career Education grant ($117,000 per year) to develop an alternative to cooperative education. This grant is funded by the Bureau of Occupational and Adult Education (BOAE) under Part D.

a. The program is geared to the high school dropout and provides the student with the opportunity to observe firsthand what people in various occupations do. Fifty-five percent of the adults in the area do not have a high school diploma. Student selection is based on an interest in career development, acquiring

employability skills and improving academic skills. The 13 week program is divided into three periods. The first two weeks are spent on campus and are devoted to orientation and pretesting activities. The following 10 weeks are spent in the community and involve the student in career exploration activities. In this time frame, the student must experience between three to ten career areas. The final week is spent back on the campus where the student decides either to get a job or enroll in a program. During the 10 week period in the community, the student meets weekly with a Learning Coordinator.

b. The program is looking for high school dropouts who can't make it academically at present and high school graduates who have no career choices. There is one Learning Coordinator for every 15 to 18 students. In the first year, we will enroll 100 students for $117,000 but may get up to 200 by the third year.

c. No clear-cut credit is given for this course. For students later enrolling in academic programs, no credit possibility exists. On the other hand, a student who has spent several weeks, say, with a welder may pick up some performance credit if he or she later enrolls in a welding course in the community college. One of the big advantages of an Experience Based Career Education (EBCE) approach is that it creates many community resources that can later be used for career education for all students.

d. We are currently investigating to see if students who enroll are eligible for use of either CETA or Basic Education Opportunity Grant (BEOG) funds. VA funds appear to be unavailable.

B. Questions participants raised with Don Hanratty regarding EBCE.

1. What incentive do students have for enrolling?

2. Could not CAEL (Cooperative Assessment for Experiential Learning) be used?

3. How do students get basic academic skills?
Answer: From employers.

4. Are students enrolled actually looking for a job?
Answer: Some are.

5. What would a student do on a typical day?
Answer: Observe, shadow, tryout.

6. How can an institution afford it after Federal funds run out?

C. Discussion concerning U.S. Office of Education (OE) Career Education models

1. George: Maybe we need a "community college model" in addition to the four classical OE models of career education.

2. Reg: Most community colleges involve at least three of the four OE models in their operations, and some even have the residential model.

3. Ken Hills: The term "school based model" carries too many K-12 connotations.

4. Bob: We need a model that takes adults into consideration.

Issue: An idealistic community college model for career education

A. Introductory remarks

1. We need to look for a model that combines school based, experienced based and home based career education.

2. The diversity of student needs makes it essential that a different model be developed.

   a. Based on an assessment at entry, one student might best be put in a school based model, another in an experienced based model and a third in a home based model.

3. The importance of initial assessment of student needs

   a. Either we appeal to students upon entry, or they are gone.

   b. We don't have a "university type" student who will be around for four years. Some want to go to work in six months.

   c. We don't have assessment data such as K-12 cumulative record.

   d. Many students come to the community college with no clear goals. Thus, the initial assessment must include assistance in initial, tentative goal setting. This is probably best done by student personnel staff, not instructional staff.

   e. Allen: In our college, a profile card is developed for each student in every introductory occupational education course (not liberal arts) that describes the student and his/her reasons for choosing the course (class expectations and goals).

4. The importance of tentativeness in a community college model

   a. Don: There's a lot of tentativeness concerning career choice. Community colleges want to remove some of this tentativeness as Allen is doing in having students fill out profiles.

B. Element A: The extent to which courses should be open to students with differing motivations

1. We might think of an auto mechanics class where one-half of the students are there to acquire specific vocational skills, one-fourth to acquire leisure skills and one-fourth for career exploration.

   a. Lois: Most students entering full-time vocational programs come in with entry level skills. For the liberal arts student to enroll, it would have to be a non-credit, continuing education program; not part of the student's degree program.

   b. Don & Ken Hills: Restrictions on enrollment of liberal arts majors in vocational-technical courses are more a matter of lack of room than anything else.

   c. Reg: In my school, anyone can enter an auto mechanics course, but in order to enroll in allied health areas the student must be part of the program.

2. Ideally, it would be good if an exploratory kind of course in each occupational field or cluster were available, especially for those who wanted either to acquire leisure skills or explore careers, but, practically speaking, it couldn't be done with current resources.

   a. George: It may be better to think about meeting needs of such students through the Community Coordinating Council idea with other community resources being utilized.

3. *General Principle*

   a. *Students enrolled in a specific vocational-technical course in the community college itself would be limited to those with clear occupational goals whereas those who want either a) leisure time skills or b) career exploration would be asked to utilize other community resources or the student personnel services in the college in order to meet such needs. VOTE: Yes-3; No-9.*

   b. *Career exploration would be a credit course experience required of all students except those who could pass out by performance examination. VOTE: Yes-4; No-7; Abstain-1.*

   c. *Career exploration courses would be available to all students on a credit basis counting toward graduation (liberal arts and vocational-technical) but not required. VOTE: Yes-9; No-2; Abstain-1.*

   d. *Career exploration should be considered a credit-deserving part of the total offerings of the community college. VOTE: Yes-11, No-1; Abstain-1.*

C. Element B: Extent to which career education in the community college should be coordinated with K-12 career education efforts in surrounding school systems

1. General considerations

a. About 25 percent of the community college students across the nation come directly from high school. The conference participants estimate the following percentages at their schools:

George Mehallis	- 50%	Hazel Rockhold	- 75%
Jeff Kleinberg	- 80%	Don Hanratty	- 50%
Don Carson	- 20%	Allen Paul	- 25%
J.B. Whitely	- 25%	Reg Wilson	- 25%
Bob Miles	- 25%	Lois Weihe	- 35%
Dale Furbish	- 25%	Ken Hills	- 15%

2. Current examples of ways in which such coordinated efforts are taking place

a. J.B.: We are offering college level courses to high school students for college credit.

b. Don C: Area vocational-technical high schools are tied in with my school, so graduates may enter community college as advanced students.

c. Jeff: Our community college staff helps K-9 teachers develop career education curriculum materials. We are also working with high schools in developing a career education seminar for high school cooperative education students with college credit being given.

d. Lois: We are involved in the "KEY" Program in which the community college contracts with surrounding high schools to offer certain vocational-technical courses (e.g., welding) to high school students for high school credit. Kirkwood is also moving toward competency-based credit given in trade and industrial areas.

3. *General Principles*

a. Access to community college courses, for either high school or community college credit, should be a part of the career education model of the community college. VOTE: Yes-12; No-0.

b. Clear provisions for granting credit based on performance evaluation (picked up by experience and/or high school courses) should be part of the community college career education model. VOTE: Yes-12; No-0.

c. The ideal community college career education effort should be part of a network of community career education activities including, but not limited to, the K-12 school systems with all components sharing resources and correlating programs. VOTE: Yes-12; No-0.

D. Element C: Concept of the Community Career Education Resource Center

1. Allen: We have one located five miles from campus in downtown El Cajon which is funded under Regional Office Program (ROP) funds in consortium with Grossmont High School. Actually, the Center is run by the community college principally for adults in the community for professional guidance and counseling rather than for those now enrolled in high school or community college. The Center is staffed by two counselors, one testing specialist and one bilingual specialist with expertise in occupational information and occupational education. Many of these community members become students at the college. The Center also includes a placement facility which is tied into the Placement and Career Planning Center at the college. As part of the total career education effort at Grossmont, it includes counseling, testing, career training information and placement.

2. *General Principle*

   a. *The community college will organize and operate a Community Career Education Resource Center with access to the Center being available to students in K-12 settings, community college settings, four year college/university settings and all other community members - in short, to any community member who has a need for and who can benefit from the services of the Center. VOTE: YES-12; No-0.*

E. Element D: Extent to which liberal arts/general education/non-preprofessional programs are to be included in the community college career education model

1. General discussion

   a. Reg: The community college can't just turn out technical experts. We need people who can find a human meaningfulness in total lifestyle.

   b. Jeff: Liberal arts courses should be structured to identify the career implications of an interest in and aptitude for a given liberal arts area. They should also be structured so that issues and activities of the workplace are part of liberal arts instruction. For example, in Project TAR (Teaching, Application and Reinforcement) a skill is taught in the classroom, and using a prestructured workbook, the student applies that skill in an internship or a laboratory setting. When the student returns to the classroom, he/she discusses what has been learned with the instructor and that skill is reinforced. The internship relates to a work setting in a paid or an unpaid sense. In a philosophy class, for instance, the teacher deals with 1) what is freedom, 2) how can freedom be identified in a work setting,

3) to what extent are you free on the job, 4) do you want to be free on a job and 5) are work and "freedom" incompatible? For application, students go to a work site to observe and question workers (using a set of standard questions) and then return to the philosophy class for discussion.

c. Participants' reactions to the TAR program

1. The TAR concept should not, if used, be limited to the goal of education as preparation for work (paid or unpaid) but, instead, should be made applicable to all basic institutional goals.

2. The TAR concept would be very tough to sell to many liberal arts faculty members - so tough it might not be worth trying. It might be better to simply emphasize to them the fact that their individual fields may represent occupational opportunities for some students. We could bring them into career education by emphasizing occupations beyond the sub-baccalaureate level of vocational-technical. This may be better than trying to do too much all at once.

3. Allen: In my school, we need to implement career education in the broadest sense immediately. If Jeff's concept were used in my school, the curriculum would be modified to embrace career education in the liberal arts setting. Therefore, I'd keep an occupational emphasis on career education so that it would be inched along more effectively and more efficiently if it were thought of as occupational careers as opposed to humanistic, liberal arts.

2. *General Principle*

a. *The community college will involve the liberal arts as part of the total educational program of every student in two ways: first, as a freedom generating humanization process, and second, in terms of occupational implications. VOTE: Yes-12; No-0.*

F. Element E: Relationship between the community college and the business/labor/industry community in a career education model for the community college

1. General discussion

a. Jeff: We should think of it as a two-way exchange effort with exchanges in ideas, resources, educational opportunities and information (labor market data, information on special fields and new technologies). The exchange should go both ways.

b. Don C: As community college enrollments become "capped" at "X" number of students, we need to consider ways in which the community itself can better meet needs of community members. Perhaps the community college could extend credit opportunities for such efforts.

c. Allen: Most businesses/industries are in competitive situations. Thus, anything that involves personnel training must have payoff potential for the individual business/industry if you expect it to get involved.

d. J.B.: Community colleges are moving toward more flexibility in working with business/industry. We are establishing provisions so that new courses can be started at any time of the year and are operating open-entry/open-exit systems for all students.

e. Allen: We should consider involving the community in establishing priorities regarding how we would use community resources for career education after a "cap" has been placed on community college enrollments.

2. *General Principle*

a. *The community college will take the initiative in providing the leadership for establishing priorities and identifying resources for a total community career education effort. VOTE: Yes-12; No-0.*

(NOTE: Time ran out preventing further development of this idealistic model.)

Recommendations of conference participants for career education in community colleges

1. There should be a separate title for "community colleges" in any new career education legislation whether that legislation is oriented around demonstrations, around implementation or both.

2. Career education planning levels at the State level should involve community colleges.

3. We need a film on "Career Education in the Community College."

4. AACJC should have career education programs at its national convention.

5. A really comprehensive community college is career education in action. The "bits and pieces" are in place - they simply need to be pulled together. To do so, one career education coordinator on each community college campus is needed.

6. It would be better to put, say, $20,000 into each of 10 community colleges (for hiring a career education coordinator) than to put $200,000 into one community college career education demonstration effort.

non-public colleges & universities

NON-PUBLIC COLLEGES AND UNIVERSITIES

October 13-14, 1976

Participants

Dr. Edward Duggan
Coordinator of Internships
Dickinson College
Carlisle, Pennsylvania 17013
(717) 243-5121

Ms. Ginger Hansel
(Former President of the
University of Houston
Student Body)
1643 Park
Houston, Texas 77019
(713) 524-0015

Mr. Acy L. Jackson
Associate Dean of Students
College of Wooster
Wooster, Ohio 44691
(216) 264-1234

Ms. Doris Jones
Director
Career Counseling and Placement/
Cooperative Education
Livingstone College
701 W. Monroe Street
Salisbury, North Carolina 28144
(704) 633-7960

Sister Ann Margaret O'Hara, SP
St. Mary-of-the-Woods College
St. Mary-of-the-Woods
Indiana 47876
(812) 535-4141

Dr. Lee Richmond
Assistant Professor of Education-
Counseling
Division of Education
Evening College
Johns Hopkins University
101 Whitehead Hall
Baltimore, Maryland 21218
(301) 338-8273

Dr. Alan Robertson
Director,
Division of Graduate Studies
Lewis and Clark College
Portland, Oregon 97219
(503) 244-6161

Ms. Jane Schacter
Associate Professor and
Coordinator
Department of Cooperative
Education
Northeastern University
360 Huntington Avenue
Boston, Massachusetts 02115
(617) 437-3463

Dr. Charles Scott
Director,
Counseling and Career Development
Center
Mississippi College
Clinton, Mississippi 39058
(601) 924-5131

Dr. Charles E. Shain
Director,
Institute for Off-Campus
Experience and Cooperative
Education
Northeastern University
360 Huntington Avenue
Boston, Massachusetts 02115
(617) 437-3787

Ms. Joan Smutny
Coordinator, Career Education
National College of Education
2840 Sheridan Road
Evanston, Illinois 60201
(312) 256-5150

Issues Identified by Participants

1. Convincing academic faculty that career education belongs in higher education.
2. Identifying objections of faculty members to career education.
3. Formulation of a simple definition of career education.
4. Institutional resistance to career education and lack of administrative support.
5. Career education and institutional goals.
6. What does it mean "to be educated"?
7. Marketing career education to a variety of publics for higher education.
8. Student expectations of higher education.
9. Role of the college faculty members in career education.
10. K-12 career education: Implications for change in higher education.
11. Implications of career education for curricular change, especially off-campus experiences.
12. Are placement strategies changing in higher education?
13. What proficiencies do the liberal arts impart?
14. What should be included in a comprehensive career education effort on the liberal arts campus?
15. What are the "marketable skills" that liberal arts education imparts?
16. Faculty development for career education in higher education.
17. Career education for the transfer student.
18. Incentives for liberal arts faculty to become involved in career education.
19. Should there be special preparation programs for career education specialists in higher education?
20. How should we measure the effectiveness of career education in higher education?
21. What are the relationships between the state of the economy and the state of the job market? Implications for career education as an enduring concept.
22. What are the unique contributions of the liberal arts to career education?

Discussion of Issues

Issue: What is a simple definition of "career education" useful in higher education?

A. Difficulties in using current career education terminology with higher education persons.

1. Acy: We might do better if we avoid the words "career" and "work." I find that I need to talk about preparing students for their life-roles and for being liberally educated. We should avoid talking about "career education" and the "world of work."

2. Al: "Life roles" not "work" or "careers" is the way to sell it.

3. Ginger: The term "career education" doesn't excite students. They assume that, inherent in higher education processes, they will find themselves.

4. Charles Scott: Liberal arts faculty won't accept the word "work."

5. Charles Shain: "Career development" is a better phrase than "career education" because 1) career development implies something informal rather than formal, 2) career education sounds too much like something they do at the K-12 level and 3) "career education" sounds too much like a new educational speciality that threatens teaching budgets by increasing administrative costs and profanes the disinterested atmosphere of liberal teaching and learning with vocationalism.

6. Ann: We don't object to use of the word "career" on our campus. It helps us!

7. Charles Shain: The importance of substance, of knowledge, is central to the liberal arts. If you put a process called "career education" in the picture, it threatens the substance, and thus the central importance of substantive knowledge as the prime criterion for faculty reward systems.

8. Al: An example is the term "over-educated." This is vocational language which cannot be used with liberal arts people.

   a. Jane: Students see the term as valid to the extent that they can't find jobs which use their school work that was oriented towards work.

   b. There is a difference between being over-educated and over-qualified.

B. Attempts of participants to define "career education" in ways acceptable to higher education.

1. Jane: Career education is a process of assisting students in finding, defining and developing life goals. Using a student development model helps to overcome the liberal arts resistance.

2. Joan: Career education is thinking and valuing, in identity and individuality, ability and talent to effect growth in personal productivity and professional contributions. We need to use the jargon and language of the liberal arts.

3. Ginger: Career education is helping the individual discover who she/he is, what she/he wants to do and how to get there. Each person's career is unique.

C. *General consensus: Being able to apply career education in liberal arts colleges is far more crucial than whether one does so using the words "work" or "career" or the term "career education."*

Issue: What incentives exist for involving liberal arts faculty in career education?

1. Al: The villain is worshipping content simply for the sake of content. On our campus, we provide $50 faculty grants, along with a research assistant, to liberal arts faculty to investigate how their subjects relate to careers. The faculty member is to prepare a report when he/she finishes the investigation and then use it with students.

2. Charles Shain: The Lilly Endowment has provided thousands of dollars to liberal arts professors to integrate liberal arts with careers. For example, at Macalester College, St. Paul, Minnesota, grants have been provided to allow faculty members to take jobs in the community--"faculty internships." The object is to discover how their discipline is used in work in their community. This, then, becomes a resource for helping students understand career implications of the subject. The incentive is primarily in providing a new learning experience for faculty.

   a. Helping liberal arts students see how they can see the liberal arts in non-specialty ways can be a positive motivation to many liberal arts faculty members today.

3. Ed: The emphasis has shifted from one where a professor's prime loyalties are to colleagues in the same specialty employed in other institutions to a situation where one's loyalties tend, more and more, to lie with the institution rather than with the discipline.

   a. A math professor is using Lilly funds to work in a business school so he can help his students see how they can use math in the business world.

   b. If the college will support it, the faculty will do it. This is the incentive.

4. Ed: Being a professor today means, in part, being an able advisor to students. VOTE: Yes-7; No-2.

5. Jane: The only real incentive is survival. If the liberal professor can put on his vita "involved in career education," he may have a better chance of not being fired. Advisors in professional programs are typically good, but this is not so with liberal arts faculty members.

6. Doris: To be able to say where your students are placed is a key to whether or not you will continue to be employed in the kind of liberal arts institution I work in. The strength of a developing institution, in terms of getting more Federal dollars on an annual basis, is based on its success in placing graduates in work.

7. In the small college in the small town, there's a tremendous incentive to just keep the institution alive. If you can place graduates, others will come.

8. Ann: We have a $600,000 Lilly grant now which provides funds to allow us to implement what we had already planned and hoped to be able to do. This acts as a real incentive to the faculty.

9. Ed: Previously, we were primarily a pre-law, pre-medicine institution. Increasingly, students are going directly to work from college. The Lilly program in our college helps students think about what they are going to do.

Issue: Faculty resistances to career education and convincing academic faculty that career education belongs in higher education

A. Introductory remarks

1. Jane: The history of academia has been that professors of the same discipline at different institutions have been closer than faculty at the same institutions.

   a. Many feel there's something "dirty" about going to college to get ready to work.

   b. When the notion of off-campus experience was raised, the question was "if we do that, how are we to get enough students in my class, or in my colleagues' classes at this institution?" Other objections to off-campus experience are:

      1. Faculty want to maintain control over awarding credit.

      2. There is a problem in evaluating off-campus experiences.

      3. There is also a threat to the authority of the professoriat (the authority of expertise).

      4. Some faculty object to variations from the traditional mode of teaching.

B. Discussion

1. Ed: The administration advises us that the offering of off-campus experiences attracts the best students. However,

if the internship/work experience threatens the right of the faculty to judge whether or not the student passes, the faculty resists.

2. Faculty resistance to preparing students for work is as strong as ever, but they act differently now because of survival needs. Staying employed comes first.

3. Al: Liberal arts faculty object to a "trade school" approach. They like to think the liberal arts are on a more lofty plane. The problem facing career educators is to get the faculty to see that they can add career education without diluting their subject.

4. Ed: The problem is to teach transferability, but there are no books or materials that focus on this that faculty can use.

5. It's threatening to think that students could learn from people other than their instructors or by reading more than those books written by their instructors.

6. The best way to turn faculty on to career education is to get support for career education from the top administrative officials of the college. This is #1 - by far!

7. One line of resistance can be pictured in this way: When the community college and technical institute movements came along, they threatened liberal arts colleges greatly and took away many students. Such institutions were perceived to place a heavy emphasis on the goal of "education as preparation for work." Since they took students away, they were the "enemy." Since one of the "enemies'" goals was "preparation for work," that goal, like the "enemy," must be bad.

Issue: What proficiencies do the liberal arts impart?

A. Discussion

1. Charles Shain: Alverno College, Milwaukee, devised nine proficiencies that liberal arts education should teach. They included such things as: a) communications skills; b) analysis skills; c) personal relationships; d) decision-making; e) appreciation of the arts; f) valuing, etc.

2. Acy: Bowling Green University is now a clearinghouse for the performance goals of the liberal arts with about nine colleges involved. Some of the goals included under the general heading of the moral and ethical growth of "identifiable criteria for growth" include: a) values orientation and citizenship; b) freedom of the citizen; c) personal growth; d) career life style and e) competency skill development, such as analytical/critical thinking and interpersonal skills. A humanistic concern for the development of the individual is important.

(NOTE: These are not inconsistent with the goals of career education.....Ken Hoyt.)

3. Acy: There is a proper role for "custodians of the culture" for the liberal arts.

Notes on private foundation support for career education in liberal arts colleges

1. The Lilly Foundation has been biggest contributor. Landrum Bolling is the key person.
2. The Kellogg Foundation and others are also interested.
3. Reference Source: The Council on Foundations, 7th Avenue, New York (Dr. Robert Goheen, Head) has the most complete list of foundations.

Issue: Student expectations of higher education today related to career education

A. Introductory remarks

1. Ginger: Incoming student expectations have changed greatly since 1969.
   a. In 1969, it was "go to college or go to Vietman."
   b. Now it's "get an education and get a job."
   c. In 1969, many wanted "an education" but weren't very interested in jobs. They are interested in jobs too at this time.
   d. Further, today's college students come with much clearer thoughts regarding tentative occupational goals.

B. Ed: We have have several programs for advising students at Dickinson College.

1. There is one faculty advisor for each 20 freshmen. He/she is paid extra for this work. There are also advisors by divisions along with typical faculty advisors.
2. Of 20 departments, 13 have faculty career advisors distinct from those persons who advise students with regard to graduate schools. They engage in activities such as developing and using lists of alumni who are contacted to help students, sending out a weekly newsletter to 150 students majoring in economics regarding occupational conditions in the field, organizing and running a career library and organizing and conducting career nights for students. The advisor's duties do not include job placement of students.

C. Changes in student expectation

1. Students are not choosing to go to graduate school as much.
2. Preparation for a career is at the undergraduate level.

3. More are thinking about work outside of formal education.

D. Are students today much more certain about occupational goals when they enter college? If so, what are the implications for professional career counseling staff? For faculty advising systems?

1. Charles Scott: There hasn't been much change in 28 years. About 50 percent of the freshmen enter with no career goals. They are just "going to college". We do more extensive testing now to help the student discover who he is and what he might like to do. It's not absolute, but it gives them a point from which to talk.

2. Ginger: When kids go to college, they think they're going to find professors who know what the real world is really like. It's very disappointing to them when they discover their professors don't know anything about the "real world" either!

3. Jane: Of 4,000 entering freshmen, 80 to 90 percent are in professional colleges thus indicating a tentative occupational choice. The proportion with tentative occupational choices is on the increase. There is a stronger sense of vocationalism among students. In terms of expectations, there are two different types of students emerging.

   a. Students who have made a career decision for the wrong reason. These students are very difficult to change.

   b. Students who expect to be given the tools for making their own decisions.

4. Ann: We are now scheduling, on student demand, five to six "life career planning workshops" per year which demonstrates a high degree of student interest. Most are seeking help in making their first tentative occupational choice, not in changing their choices. Students are coming to the liberal arts college to have the opportunity to explore their choices, and they have not yet made up their minds.

5. Acy: The percent coming with tentative career choices is on the increase. Their tentativeness is more often expressed by a desire to explore other fields rather than by accumulating more information on their fields of tentative choice.

6. Charles Shain: The "rite of passage into adulthood" is still present as a reason for attending college. The liberal arts college plays an important role when, in response to the student who says "I want to become an 'X'," the college responds by saying "Don't be quite so sure. Take time to discover yourself." The student used to say "I don't know why I'm studying history," and the old answer was "I'm afraid you can't ask me, the professor, that question." The new answer is "Let's see how we can help you see the career implications history holds for you."

7. Doris: In the small liberal arts college, students come with an expectation of "I won't get lost - I'm not a number." At least 15 percent of each freshman class change career goals by the end of the first semester. However, our students do come with a clear expectation that their college work will help them get a job.

Issue: Role of the liberal arts faculty member in career education

A. General comments

1. Acy: The faculty are experiencing a change in mode of thought. They are beginning to see the college environment as one of the real worlds in existence. It is a place where people work, families exist, etc., not just where a type of person called a "professor" teaches classes to another type of person called a "student."

2. Doris: Livingstone has a two-week summer workshop for selected faculty to become paraprofessional career counselors. The workshops are followed by monthly meetings during the year. The project is funded by U.S.O.E. The reward to the faculty lies in getting more students to come to the department as well as adding to their resumes.

3. Ed: We train both faculty career advisors and student peer counselors. Counseling is becoming an increasingly important function. Today, a huge publications list, as the only evidence of performance, can get a faculty member fired at our institution. Now they are expected to work with students. Faculty feel that tenure should in part be based on contribution to the institution. Getting involved in student advising is something which adds to the institution.

4. Ann: There has been a shift from the mid-60's to the mid-70's from depending solely on faculty advisors to depending, increasingly, on peer counseling. In terms of leadership of the faculty, the Board of Trustees is coming to the college to discuss their professional activities.

5. Al: At Lewis & Clark, there has been a major change in student expectations. They still come wanting a liberal arts experience but, in addition, today they also want career preparation.

   a. This has increased the advisory load of faculty. Every undergraduate faculty member now advises from eight to ten students, with an increasing emphasis on career advising.

   b. Career advising needs to be done for a mix of faculty members, peers and business/industry personnel (including alumni). The role of the faculty member in career advising does have implications for the reward/recognition system for faculty in liberal arts higher education today. While this has always been relatively true (when liberal arts colleges are

contrasted with large universities) it is becoming even more true today.

B. How does serving as a faculty career advisor affect a "careers" emphasis in the professor's classes?

1. Charles Shain: Whenever anything comes along that defames "the love of learning" as a prime motivation, you are in trouble with the liberal arts professor.

2. Ed: I've changed my economics of labor course so that it is now almost entirely oriented around the economic value of the college degree, including the job market for the college graduate. Although the course exists primarily to teach students how labor markets operate, each student does a major research project around a specific occupation.

3. Jane: There must be some carry-over if the faculty member's involvement in career advising has an element of voluntary action in it, but it might not if it's forced on the advisor.

4. Joan: The faculty are also becoming more involved in the classroom, and approaching this in terms of inservice training is important.

5. Acy: College English teachers are not inclined to emphasize marketable skill implications of English because of a "you just don't do that" orientation. However, they are being forced to move in this direction now by the students.

6. Ginger: Yes, students didn't used to ask such things of their professors, but they are now.

7. Acy: I'm running career seminars for faculty members. We are trying to encourage faculty members to develop a series of goal statements for their courses in ways that talk about the possible utility of the substantive content for the student. Part of this pertains to possible occupational uses.

Issue: Off-campus experiences, career education and the liberal arts college

A. Introductory remarks

1. Charles Shain: The twelve-College Venture Program can be described as a way of coming into career education "by the side door," i.e., students were saying "I've been in college for two years and still don't know why I'm here." Then they proceed to stop out, if not drop out.

   a. The alternative is to help them find a job during the "stop out" period. Such a job should be related to tentative career goals (and declared major) with designs to return to college later. Twenty percent of all students at the participating liberal arts colleges are involved in the Venture program.

b. The job is paid, but its primary purpose is exploration.

c. The job is intended to be related to the majors. Seventy-five percent are related, but sometimes it isn't because the students elect to try out an area unrelated to their majors.

d. Students are registered at the college (and on official leave), but they pay no tuition unless they have arranged to get college credit for the experience.

B. Discussion

1. Doris: We started work experience without credit but changed. Practice teaching in Education was used as the model, where students pay fees and earn credit and have faculty supervision. We now give up to twelve semester hours with full fees paid, but in order to qualify, the departments involved have to pass on the job description and declare the experience to be valid.

2. How does this relate to "life experience credit" which can be given for experiences related to jobs or to hobbies or to other worthwhile activities the student pursued prior to coming to the campus?

   a. Jane: Coop Education is O.K. but "Life Experience Credit" is not. What makes coop education worthwhile is that it involves a systematic method for clarifying the experiences to be covered and evaluating the experiences.

   b. Ann: In defense of "Life Experience Credit," it is evaluated by strict criteria. The advisory council of the WED (Women's External Degree) Program passes on each application and certifies that it fits a particular part of the undergraduate program. There is a fee charged, but it is less than the credit hour fee.

   c. Acy: Many liberal arts faculty object to both "coop education" and "life experience education" because 1) the experiences are not something that require faculty supervision, and 2) faculty members are not the prime evaluators of the programs. Unless the faculty are involved in drawing up the framework, establishing pre-determined criteria and evaluating, the experience is not worthy of credit.

   d. Lee: We have a program at Johns Hopkins for change agencies. They are dealing with how to credit the change agency experience and are developing tools to evaluate life-experiences.

   e. The prime difference between "life experience credit" and "coop education" appears to be that, in the case of "life experience credit," the faculty can neither

specify what it will be or evaluate it while it is taking place, since it doesn't come to their attention until later.

C. Unpaid vs. paid work experience

1. Ed: It is not at all illegitimate to value productivity for the employer as well as career exploration for the student even though the experience is unpaid. The student can be regarded as having been paid through the experience itself even though not in money. In any case, from Dickenson's point of view, an internship must be designed principally around academic objectives if it is to receive academic credit.

D. Basic rationale for off-campus experience in career education for liberal arts colleges

1. *The internship is developed with concise education objectives but not in terms that serve as a substitute for a course given on the campus, i.e., certain experiences are valuable and are deserving of credit toward a degree, over and beyond those available through courses taught on campus. Thus, the rationale is not based on an alternative mode of acquiring a particular body of knowledge, but rather on a set of knowledge not available on the campus.*

2. *Positive proposition: The educational merit of an off-campus experience need not necessarily be related to whether or not the experience is paid.*

3. *Negative proposition: To whatever extent the goal of the experience is productivity for the employer, it may detract to some degree from the career exploration value for the student.*

(NOTE: Consensus seemed to be present for both of the above propositions.)

Issue: Career education on the liberal arts college campus: An idealistic model

A. Acy: The prior assumptions of liberal arts that must be met are 1) the relationship between knowledge and experience is a harmonious relationship and 2) the concern is with the total student.

B. Goals

1. To assist students in making informal decisions about careers.

2. To assist students in discovering a sense of purposefulness and meaningfulness in every learning experience and to recognize that this may include experiences related to work.

C. Elements in an idealistic model

1. Involvement of the teaching faculty in the career advising function.
2. Incorporation of work-related concerns and/or examples in the teaching/learning process.
3. Involvement of resource persons from the business/labor/industry community in on-campus learning experiences.
4. Off-campus learning experiences (paid or unpaid) related to work becoming available to all students.
5. Organized career counseling and placement services staffed by professionals.
6. Involvement of alumni in career advising.
7. Involvement of peer counselors in career/academic advising.
8. Specification of liberal arts proficiencies and their relationship to careers.

teacher education-a

TEACHER EDUCATION INSTITUTIONS - A

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Participants

Dr. David A. Bickimer
Project Director
PACE University Graduate School
PACE University Plaza
New York, New York 10038
(212) 596-8052

Dr. Claude Duet
College of Education
University of New Orleans
Lake Front
New Orleans, Louisiana 70122
(504) 288-3161

Dr. Ronald Esposito
Coordinator, Career Education Program
Horace Mann 049
Rhode Island College
600 Mount Pleasant Avenue
Providence, Rhode Island 02908
(401) 831-6600

Dr. Rodney Fleeman
Director, Cooperative Project
Chadron State College
Chadron, Nebraska 69337
(308) 635-3606

Dr. Glenn Fugelsby
Chairman
Department of Industrial Education and Technology
Eastern Washington State College
Cheney, Washington 99004
(509) 235-4024

Dr. Bessie Howard
Teacher Corps Project
School of Education
Howard University
Washington, D.C. 20059
(202) 636-7887

Dr. Betty Newlon
Director, Career Education Project
College of Education
Room 206
University of Arizona
Tucson, Arizona 85721
(602) 884-3726

Dr. LeVene A. Olson (Lee)
Associate Professor
Department of Occupational, Adult and Safety Education
Marshall University
Huntington, West Virginia 25701
(304) 696-2380

Dr. Donald Schumacher
Director, Counseling Services
The University of Maine at Machias
Machias, Maine 04654
(207) 255-3313

Issues Raised by Participants

1. Declining enrollments as a deterrent to change in teacher education.
2. Career education and teacher certification - should work experience be included?
3. The lack of academic respectability for career education.
4. Communication problems - departmentally and interdepartmentally.
5. Delivery systems for career education in teacher education.
6. Career education and the "Return to Basics" thrust.
7. Pressures from public schools for career education in teacher education.
8. Career education and professional associations.
9. Responsibility of teacher education programs to career education in local school districts.
10. Using special interest groups from the community for career education in teacher education.
11. Role of college administrators (deans and department heads) in infusing and implementing career education - obstacles or opportunities.
12. Career education legislation: Implications for teacher education.
13. Explaining the need for career education to the teacher education faculty.
14. Explaining the need for career education in meeting the goals of American education.
15. Faculty staff development for career education in teacher education.
16. Reforming preparation programs for teacher education faculty around career education.
17. The conceptual interfaces of career education with other reform attempts in teacher education.
18. The need for forward movement in teacher education institutions which have adopted career education. (What do you do after you've held a faculty meeting?)
19. The liberal arts aspect of teacher preparation: a deterrent or a boon to career education?
20. Should there be training programs for Career Education Coordinators?

Discussion of Issues

Issue: Declining enrollments as a deterrent to change in teacher education

A. Introductory remarks

1. Ron: To offer special inservice programs for teachers would pull students away from the standard courses being taught by tenured professors.

2. Ron: I see career education as being welcomed, not resisted, in a time of declining enrollments. The faculty is looking for others to serve.

3. Dave: Is it a temporary decline or a long-range decline? While enrollments for certain teachers are declining, what will our needs be for different types of teachers for special education, bilingual and adult education?

4. Ron: My institution is also encouraging experience to serve other students. The "we have one" syndrome (i.e., the presence of one faculty member interested in career education) keeps other faculty members in teacher education from expressing interest in it.

5. Lee: Declining enrollment is an opportunity for career education in teacher education. It generates out of school experience and helps to motivate and sell other packages.

6. *Consensus: Declining enrollments are an opportunity, not an obstacle, for career education. VOTE: Yes-7; No-0; Abstain-3.*

7. Dave: Declining enrollments can be seen as a terrific market. We have been offered CETA funds to train teacher educators in ABE and occupational education.

   a. Betty: We're looking for new populations to serve through career education and ways of better serving our present students.

   b. Ron: In Rhode Island, a teacher needs 30 hours or a Master's degree for certification. However, with declining enrollments in teacher education for elementary and secondary education, there is not much turnover. The teachers already have their 30 hours, and there's not much motivation for them to go back for more courses in career education.

B. Other implications of declining student enrollments for career education in teacher education.

1. Declining opportunities for teachers have provided us with more highly motivated prospective teachers. They're more committed to teaching. VOTE: Yes-3; No-2; Don't Know-2.

2. Declining enrollments are forcing the goal of "education as preparation for work" to become more important to most undergraduate students, including those in teacher education.

This should enhance the implementation of career education in teacher education.

3. Bessie: I see a real low in terms of motivation in prospective teachers. Today's teacher education student is not a critical thinker who questions the process of teaching. Rather, today's student is very conforming and is solely concerned with getting a job. Satisfying basic needs is a major thrust, so students will conform to please the power. Survival and security needs are more basic than self-actualization.

Issue: Career education and teacher certification

A. Introductory remarks

1. Bessie: If career education competencies are included in the certification requirements, teachers will teach career education. If not, they won't.

2. Ron: In Rhode Island, teacher certification is determined by the State Department of Education. One of the priorities of the State Coordinators of Career Education should be to have career education competencies written into the certification requirements. If teachers are to acquire career education competencies for certification or recertification, there must be courses or workshops offered. This means in-service as well as preservice.

3. Bessie: Getting jobs in education means "getting certified", at least this is certainly a preliminary and important first consideration.

B. Developing career education competencies

1. Ron: If career education is to be a part of teacher certification requirements, there will have to be a required course in career education.

2. Bessie: In addition to recommendation of career education competencies, we have to specify criteria for experiences to accomplish these competencies.

3. Don: Could the necessity for recertification be used as a "carrot" to require career education competencies in teacher education programs?

   a. Lee: A career education practicum and career education curriculum development are two inservice graduate level courses now offered in my school for recertification. We also offer other career education graduate courses as "special topics." This serves as a very effective vehicle for teachers to meet career education competencies.

4. Lee: If you look at certification requirements for elementary school teachers, you can often find some career education competencies listed, but if you look at operational learning experiences in actual teacher education programs, you often find that these competencies aren't being taught.

5. Ron: In the community needs assessment we conducted, parents stated that there was a need for career development in the curriculum beginning in junior high school.

6. *VOTE: There should be a required course for career education within teacher certification as opposed to infusing it in already existing courses. Yes-3; No-2; Abstain-4.*

C. Strategies

1. Don: Maybe we should be seeking to get the public to push for revising the certification requirements in a career education direction rather than trying to do it through the usual internal methods. It could be done by insisting on needs assessment as part of a requirement in a State Plan for Career Education in SEAs.

2. Betty: I'd be opposed to having career education as a part of the teacher certification requirements. If it becomes required, the appropriate courses would be plugged in and teachers would sit through them. Instead, I'd encourage school administrators to hire teachers on the basis of what they know about career education. Then, teacher education institutions will prepare their graduates with these competencies.

3. Dave: At the graduate level, we have a common core of 9 to 15 semester hours in career education consisting of curriculum, supervision, special education and psychology. We have also tried a series of courses, "Implementing Career Education I, II, III and IV." In one institution, teachers can get a career education course that has content related to sexism and racism.

4. Perhaps certification is not the answer. The best route may be to work with Department of Education Administration in teacher education institutions so they will encourage superintendents and principals to hire only teachers with a background in career education.

   a. Ron: It would take a long time to infuse career education at this rate. We could interface career education with co-op and community education.

   b. Claude: There's a substance difference between career education for English teachers, for math teachers and for teacher education. There should be general methods courses for career education in teacher education as a means of meeting a goal of American education.

   c. Glenn: It all boils down to what the various disciplines can do to meet the needs of students in terms of careers.

   d. Claude: I disagree. We must conceptualize career education apart from the disciplines.

   e. Ron: This depends on the audience. When working with one high school, we can sell career education by having them identify their needs for their student body. The

best answer is a cross-infusion by different departments from the school.

5. *Consensus: For a long run strategy, the best approach is to work with Departments of Education in teacher education institutions in encouraging superintendents and principals to hire only those teachers who possess career education competencies. In the short run, however, the best approach is to have a separate course in career education as part of the certification requirements.*

Issue: Lack of academic respectability for career education

A. Introductory remarks

1. Dave: We need a theoretical framework for career education because for research to continue, some principles must be established. It will also serve as a means by which career education can be contrasted with other approaches to educational reform. I use role theory as the starting point.

   a. Bessie: If there were some theoretical support, career education would gain respectability.

   b. Dave: Teachers are uncomfortable with the whole issue of experiential learning. It's a practical concern for theoreticians to look into the matter.

B. The question to be answered is "How do you know it when you see it in the classroom?"

1. Dave: Career education fuses academic and vocational instruction, fuses guidance and instruction and uses the business/labor/industry community as an instructional agent.

2. Betty: I would target it more towards the particular classroom teachers by asking them what they are doing now and describing how it is done in career education.

3. Ron: I say the essential difference is that career education has added an *affective* domain to the *cognitive* content about careers that typically has been taught.

4. Bessie: Career education uses the learning environment and the processes of learning as a micro-experience for developing attitudes, values and skills.

5. Ron: Career education can be seen when the community is in the classroom and students are out in the community as part of their learning.

C. "Respectability" problems for career education in teacher education

1. Bessie: Whether or not career education is "respectable" depends on who's pushing it with the faculty. If the Dean is pushing it, it becomes respectable rapidly.

2. Dave: Becoming "respectable" means answering for the individual faculty member the "What's in it for me?" question.

3. Glenn: Faculty resistance to the goal of "education as preparation for work" has hindered career education's "respectability."

4. Betty: The idea of career education as humanistic education may help it to gain "respectability."

5. Claude: Career education can be sold to educators by explaining it as a goal of education. It justifies the continued existence of a college of education. Otherwise, teacher education could be abandoned as unnecessary and be turned over to academic schools.

Issue: Using special interest groups from the community for career education in teacher education

A. Introductory remarks

1. Claude: We conducted a survey of large industries in Louisiana to determine 1) what kinds of things they are doing with local schools, 2) what other kinds of involvement they would like and 3) the kinds of things that keep them from working with more schools. Local schools were then surveyed and asked similar questions about their relationship with industry. This year we're doing a similar survey with organized labor and career education.

   a. One finding is that neither business/labor/industry nor the education community understands the organizational structure of the other institution. They don't know who to contact to work together. For example, school people didn't know they should initiate contacts with either the personnel manager or the public relations person. Instead they tried to contact people too high in the business/labor/industry hierarchy.

   b. Glenn & Ron: The question is, "Who is representing industry?" We must identify the key decision-makers in order to collaborate. Resistance increases as you work your way down the hierarchy.

2. Neither educators nor the business/labor/industry community have the same perceptions of the career education concept.

   a. Labor persons are worried about 1) whether career education will "track" their children and thus keep them out of college, and 2) relationships between schools and business/labor/industry personnel are already so strong that that they run the risk of undermining the organized labor movement. Organized labor would like to become a "topic" in the classroom career education discussions.

   b. The business/labor/industry community is looking for possibilities of producing intelligent consumers (which is a very small part of career education concerns).

c. The business/labor/industry community thinks career education means specific job skill training, whereas career education persons consider it to be much broader.

d. The business/labor/industry community distrusts arrangements that give them only one person to contact in the local schools. Prior experience has taught them that, when that person leaves, the cooperation disappears. As a result, they agree to do specific things at specific points in time (e.g., a field trip next Thursday) but are reluctant to participate in long-range planning.

3. Claude: The basic model we've been using to involve community groups has been a prescriptive model to 1) conduct a needs assessment, 2) determine goals and 3) organize an action program. This is not enough. We need an incremental decision-making model for developing career education curriculum and programs.

a. Dave: Education has fallen under the "Tyranny of Objectives." Human goals emerge from human interaction. Management by objectives doesn't mean the same thing for industry as it does for education. We must have a model that allows for flexibility.

B. Implications of involving the business/labor/industry community in career education on teacher education campuses.

1. Should business/labor/industry be involved in teaching courses?

a. Betty: It's really important for business/labor/industry to be involved in the liberal arts or business administration but not in teacher education.

b. Dave: There should be some exploration of volunteer service programs for teachers including internships, "living witness" programs, etc., in the business/labor/industry community as a requirement for graduation.

c. Claude: The school personnel feel that the curriculum is set by the teachers, and therefore, the best way to bring career education into the schools is to get the teachers out into the work community. Since teachers "teach the way they were taught," we need to train teachers in a career education mode if we expect them to do career education in schools.

d. Glenn: Many industries possess tremendous expertise in training teachers. We need to learn from them. Further, bringing business/labor/industry personnel into the college classroom is a method all by itself.

e. Ron: If business/labor/industry personnel are brought in the college classroom, how do we keep them from being subjected to pressures of being possible employers (rather than simply teaching prospective teachers about the world of work)?

f. Claude: The decision-making involvement of external agents in implementing career education has been facilitated by teaching negotiation as a method of curriculum development. Teachers don't like having legislation dicated to them - they want politics out of education. The political process is the perfect opportunity for utilizing the decision-making aspects of an incremental model. It has implications for increasing the personal autonomy of the teacher and the effectiveness of relationships with the business/labor/industry community.

g. Betty: In a survey of Arizona school counselors (70 percent response), only two men and one woman didn't have work experience outside of education, and, on the average, this work experience covered six of 15 U.S. Office of Education occupational clusters.

C. Should some form of work experience be required of prospective teachers, counselors, administrators and other education personnel (for those who haven't had it)?

1. VOTE: Yes-7; No-1.

2. How viable would it be to require this a a summer experience for undergraduates in teacher education? VOTE: Yes-5; No-2.

3. How viable would it be to make it a pure career exploration (unpaid) instead of work experience (paid)? VOTE: Yes-4; No-3.

4. *Optimum Arrangement: View I*

a. Unpaid career exploration in a variety of jobs and paid work experience (from a bonafide job outside of education) should be required sometime during the undergraduate years (doesn't matter which comes first).

b. The unpaid career exploration experience should be 1) deserving of credit; 2) tuition charged and 3) supervised by education faculty members.

c. Discussion:

1. Glenn: Curriculum committees will resist it as a required thing for credit. There will also be resistance because there's no time for an internship.

2. Don: But it's a summer experience - it's not during the school year so there's no extra work load. A nice spin-off is that students can use this experience in looking for jobs.

3. Glenn: The whole issue hinges on how many credits will be granted. If too many credits are offered, faculty and administrators will resist, and if too few are granted, students will resist.

d. VOTE: Yes-6; No-1.

5. *Optimum Arrangement: View II*

a. Dave: Unpaid career exploration activities should be infused into foundations and methods courses, analogous to the K-12 level, rather than making it a separate credit-deserving experience.

b. Discussion

1. Claude: If you do that, you'll have a problem because instructional activities are purely the domain of the faculty. You'll first have to sell the faculty.

c. VOTE: Yes-2; No-5.

6 *Optimum Arrangement: View III*

a. In the short run, VIEW I is better, but, in the long run, VIEW II is preferable.

b. VOTE: Yes-8; No-0.

Issue: Career education legislation: Implications for teacher education

A. Introductory remarks

1. Betty: If you expect career education to be infused into teacher education, then you must find a way of paying for this to be done. For the most power to your dollar, you need someone attached to the Dean's office.

2. Dave: One way of encouraging teacher education institutions to include career education would be to set up a voucher system for currently employed K-12 teachers to increase their career education competencies (through formal education, experiential learning or some combination).

a. If limited to K-12 personnel, it would encourage great proliferation of career education courses without necessarily changing existing courses towards a career education emphasis.

b. It would be better to apply this to teacher education faculty (rather than K-12 teachers) as it might serve as a stimulus for effecting change in teacher education institutions (mini-sabbaticals?).

3. Dave: Ten years ago there was a career education media roadshow concerned with 1) microteaching, 2) non-verbal behavior and 3) interaction analysis. We could so something like this for teacher education faculty combining high professional activity and dissemination of information. Funds can be allotted for a traveling career education dissemination show for teacher education faculty.

B. Should there be a separate career education title for teacher education in a career education implementation bill? VOTE: Yes-7; No-0.

1. Should this title be limited to the teacher education part of the institution or spread over the whole institution?

a. Lee: Funds should be spread over all departments.

b. Glenn: Once you identify teacher education as having the career education function on campus, other departments will say "let them keep it."

c. Ron: It's premature to spread it over the whole institution.

d. *PROPOSITION: There should be two titles in any new comprehensive career education legislation for higher education: 1) a title on "career education in teacher education" and 2) a title for total institutional career education effort. VOTE: Yes-8; No-0.*

1. Which of these titles should take priority? VOTE: Teacher education-7; Campus-wide-1.

C. For what activities should funds be available in a title of "Career Education in Teacher Education?"

1. Career education infusion into teacher education courses.

2. Professional enrichment in career education for faculty members (including internships in industry and participating in a "Teachers Train Teachers" (TTT) experience).

3. Creating one or more "TTT" Centers for career education.

4. Creating one or more Centers for business/labor/industry/professions/government collaboration in career education.

5. Communications of best practices, research, theories, practicum, etc., to other teacher education institutions.

6. Program/curriculum materials development of an exemplary nature.

7. Developing new ways of building a partnership involving local education agencies, the business/labor/industry community and the teacher education institution.

8. Research, theory and concept building in career education, or the establishment of "USOE Faculty Fellows in Career Education" or both of these.

9. Activities aimed at career education faculty development on a total institutional basis.

10. Establishing and developing consortium efforts involving a number of teacher education faculties within a given State.

D. How would funds go to teacher education institutions? VOTE:
   a. Direct applications to OE-6; Applications to SEA-2.

Issue: Should there be training programs for Career Education Coordinators to be employed at the community level? If so, what training for what kinds of persons?

A. Training programs

1. Ron: We conducted "career education leadership institutes" last year, including requirements that students develop competencies in: a) career development theory, b) career education materials development, c) community resources, d) grantsmanship and e) needs assessment procedures.

2. Rod: We think of eight components including: a) curriculum, b) instruction, c) staff development, d) community involvement, e) evaluation, f) assessment tools, g) public relations and h) management.

3. Lee: We proposed a Master's program in Career Development Education that included: a) professional development, b) principles and practices of career education, c) curriculum development, d) career education and the community, e) staff development and f) evaluation. This would constitute half of the coursework for the M.A. The other half would be elected as a concentration in one of the existing specialty areas (e.g., Counseling, Administration, Special Education, etc.).

B. Who should be eligible for training for the Career Education Coordinator?

1. Rod: Educators only. No one from the business/labor/industry should be eligible, especially for curriculum development. Career education will gain more respectability if it remains in the realm of education.

2. Dave: It should be available to anyone who can get into graduate school.

3. Betty: It must be a teacher if he/she will be working in the public schools. For the Career Education Community Center, this wouldn't apply.

teacher education-b

TEACHER EDUCATION INSTITUTIONS - B

October 25-26, 1976

Participants

Dr. Robert Alley
Coordinator of Outreach Programs
Department of Instructional Services
Box 28
Wichita State University
Wichita, Kansas 67208
(316) 689-3324

Dr. John Barnett (Jack)
Chairman, Department of Curriculum and Administration
Kansas State College of Pittsburg
Pittsburg, Kansas 66762
(316) 231-7000

Mr. F. Wayne Blann
Coordinator of the Regional Career Resource Center Project
Johnson State College
Johnson, Vermont 05656
(802) 635-2356

Dr. L. Sunny Hansen
Professor and Program Coordinator
Counseling and Student Personnel Psychology
College of Education
University of Minnesota
Minneapolis, Minnesota 55455
(612) 373-0202

Dr. Kenneth L. Hill
Chairman, Career Education-Teacher Education
School of Education
Boise State University
1910 University Drive
Boise, Idaho 83725
(208) 385-3308

Dr. Orval Hughes
Workshop Coordinator
Department of Education
New Mexico Highlands University
Las Vegas, New Mexico 87701
(505) 425-7511

Dr. Bennat C. Mullen
Professor of Education
Stephen F. Austin State University
Nacogdoches, Texas 75961
(713) 569-2908

Dr. William K. Richardson
Counselor Education Department
School of Education
University of Virginia
156 Ruffner Hall
Charlottesville, Virginia 22903
(804) 924-3400

Dr. Edward Smith
Chairperson, Department of Counselor Education
Anderson Hall
West Chester State College
West Chester, Pennsylvania 19380
(215) 436-2660

Dr. Lonnie Timmerman
Professor, College of Education
Career Education Service and Individualized Instruction
Drake University
Des Moines, Iowa 50311
(515) 271-3842

Dr. Darrell Ward
Director, Interinstitutional Consortium for Career Education
Marion IED
3180 Center Street, N.E.
Salem, Oregon 97301
(503) 588-5330

Issues Raised by Participants

1. The relationship of teacher education to the academic disciplines: Implications of career education.
2. The problems of rescheduling classes in ways that efficiently involve the business/labor/industry community and resource persons in the classroom: Implications for the typical 50 minute classroom period.
3. Implications of career education for certification of educational personnel.
4. Should there be a separate certification for career education specialists?
5. Should teacher education institutions assume the responsibility for providing non-educators involved in career education with career education?
6. Implications of legislation for career education in teacher education.
7. Involvement of teacher education institutions in geographically formed career education consortium efforts. (Should teacher education institutions initiate such efforts?)
8. What responsibility does teacher education have for infusing a career education emphasis for all students on the campus of the institution?
9. Resistance of the liberal arts faculty to career education: Should the teacher education faculty serve as a model for the other faculty? If so, how?
10. Is there a conflict between career education and the current "back to basics" thrust?
11. Should teacher education institutions move beyond traditional teacher education into the preparation of learning advisors who will be employed in non-school settings? Should teacher education faculties change to education faculties?
12. To what extent should K-12 career education practitioners be used as teachers of teacher education faculty members in career education?
13. To what extent could, or should, K-12 career education practitioners replace the teacher education faculty as in-service consultants for career education?
14. Are we ready to move toward a common conceptualization of career education?
15. How, or can, we prove that career education makes a difference?
16. Communication between the Office of Education's (OE) Office of Career Education and teacher education institutions - should SEAs be involved? If so, how?

17. Should career education in teacher education be accomplished by infusion or by teaching separate courses in career education?

18. Should career education eventually become primarily a pre-service or inservice effort?

19. To what extent should career education in teacher education join with or remain separate from such related efforts as economic education, community education, National Alliance of Businessmen (NAB), cooperative education, etc.?

20. Is career education a cyclical process? What responsibilities do teacher education institutions have for keeping career education going in K-12 settings? What should happen, if anything, after infusion has taken place?

21. Should the National Council for Accreditation of Teacher Education (NCATE) become a vehicle for infusing career education into teacher education?

Discussion of Issues

Issue: Are we ready to move toward a common conceptualization of career education?

A. Introductory remarks

1. Ed: Counselors generally perceive career education as guidance while other educators see it as an expanded vocational program. We haven't yet drawn together the various thoughts of what the base points are. We have to list the competencies and expected outcomes for career education.

   a. Jack: The Office of Education delayed an operational definition so that it would evolve from the grassroots.

B. Developing a definition

1. Bennat: The surest way to destroy career education is to put it in a behavioral form for certification. There'd be more resistance from the liberal arts faculty. It's frustrating to see the definition growing out of the grassroots up rather than from the top down, but it's best. We aren't ready for a single definition yet.

2. Darrell: We're ready in Oregon now. OE's Career Education Policy Paper is pretty well accepted and most States have a State Policy Paper. Together they should serve as guidelines for conceptual or operational definitions for teacher education institutions. Any definition has to come from a particular geographic area - not a single "national" definition.

3. Orval: A definition of career education must have a philosophical base as well as encompass the learner/learning process and specific course areas.

4. Ed: In order to provide a training thrust, we need an empirical base and then move toward specification of product outcome rather than process evaluation. There is wide disagreement with the OE "learner outcomes" as now stated in the OE Policy Paper. The audience who agreed on this is not the same audience to whom we are now trying to sell career education.

5. Jack: We are faced with a dilemma: We will continue to have trouble explaining career education until we can define it, but if we define it, we will lose some of our current supporters.

6. Orval: A geographic reference is appropriate for an operational definition of career education and learner outcomes.

7. Wayne: Exposing students to work settings is what's added to course content. It's not complicated conceptually or programmatically.

8. Ed: We're falling into the same trap as the guidance movement. We muscled our way into career education without knowing what the whole thing is. It needs packaging in some way.

   a. Bob: I agree. Otherwise we're going to continue to have to define it negatively - in terms of what it is not.

9. *Consensus*

   a. *Is it better at this time to continue to refuse seeking a single definition of career education? VOTE: Yes-6; No-4.*

   b. *Is it time, on a State-by-State basis, to get consensus on a single State definition of career education? VOTE: Yes-7; No-0; Abstain-3.*

Issue: Implications of legislation for career education in teacher education

A. Background

Current legislation funds demonstration projects, with the vast majority of monies going to the K-12 level. Legislation was passed for planning money, including 1) planning for an assessment of status, 2) planning for training and 3) planning for implementation. A major career education bill of 1977 calls for: 1) implementation of career education at the K-12 level, including staff development and inservice training, but 2) no implementation at the postsecondary level.

B. Funding strategies for career education in teacher education

1. Bob: It may be self-defeating to fund K-12 implementation unless there is a corresponding effort in teacher education institutions who are now finding that both State funds and

private foundation funds are drying up. There's a limit to how much you can do in pre-service education. If pre-service is the route to take, it will be difficult to add more to teacher education programs and will need to be Federally supported.

2. Jack: Since money is becoming tighter for sabbatical leave, the initiative for sabbaticals will come from the faculty. The focus of the Congress ought to be to provide funds to K-12 school districts and let them contract with the schools who gear themselves to sending certain faculty members on sabbatical leave in career education. The teacher education institutions can provide the inservice training.

3. Darrell: In Oregon, we're finding that two things are happening when students leave teacher education institutions: a) K-12 districts are refusing to take student teachers unless they have been exposed to career education, and b) first year teachers are complaining because they haven't been adequately prepared for doing career education. Both of these reasons serve as an impetus for providing pre-service in teacher education institutions.

4. Ed: If K-12 districts are funded for career education implementation, they should be required to make their schools available for internships and practica for the training of prospective career education teachers.

5. Ken Hill: One advantage of funding teacher education institutions rather than schools is that teacher education institutions disseminate information in an unbiased manner. Otherwise, the money goes to Local Education Agencies (LEA) that can afford proposal writers.

6. Darrell: We're in the process of drafting legislation for the State which will meet the institution's needs for both pre-service and inservice education. In Oregon, the legislation will include provisions for the role of teacher education institutions in meeting these needs. Each institution will need a long-range plan for career education because they've come to the realization that teachers are not prepared. As a result, we're making career education a part of teacher certification.

7. Bennat: Any new career education legislation should make sure that some of the money filters down to the classroom teacher.

8. Orval: Legislation can't dictate who will be the catalyst for career education. This has to be determined at the local level.

9. *Consensus: Should there be a separate title for "Teacher Education" in any new comprehensive career education legislation? VOTE: Yes-10; No-0.*

a. Components of the title

1. Inservice education of teacher education faculty.
2. Institutional long-range planning for infusing a career education emphasis into the total curriculum.
3. Establishing and operating a career education demonstration center (or centers) involving both K-12 and teacher education personnel.
4. Inservice education of staff members from education consortia affiliated with teacher education.
5. Collecting, building, evaluating and disseminating teacher education materials in career education in a scope and sequence manner.
6. Provide for joint development programs for LEAs and IHEs.

Issue: Inservice training for career education: State Education Agency (SEA) or Teacher Education responsibility?

A. SEA responsibility

1. Orval: In New Mexico, it's impossible for the two State Coordinators to do the inservice training. It must be shared.
2. Ed: LEAs can give courses themselves that meet requirements for re-certification and incremental salary increases. If teachers want graduate credit, they must sign up with one of the teacher education institutions. Thus, there is little motivation for teachers to seek training conducted by SEAs.
   a. It's not the function of the SEA to provide training as it's a regulatory agency.
3. Jack: In Kansas, the SEA is even less able to undertake the inservice effort because funds and personnel have been cut back.
4. Bennat: It's important to have cooperation between the SEA and the university in terms of inservice training. The SEA should develop leadership in the LEAs, and the university can bring together the resources in the community.

B. Teacher Education responsibility

1. Lonnie: Teacher education institutions provide a philosophical basis and leadership for career education. Drake has a seminar which teaches career education by: 1) teaching the basic philosophy; 2) bringing in State personnel, and 3) involving practitioners. The State and local areas don't have the personnel to do the training or to provide the leadership.

2. Ed: Within the four year teacher preparation program, you can't infuse career education because it's already crammed full of required courses. Maybe the best time to infuse career education training would be a fifth year between the B.A. degree and full certification.

Issue: Should career education be infused or taught as a separate course in teacher education?

A. General comments

1. Darrell: Oregon superintendents resisted a separate "career education" endorsement for teacher certificates, but they did propose that career education be made a part of the basic certification requirements for all education personnel in the State.

2. Ed: Ideally, it should be infused into all teacher education undergraduate programs.

3. Jack: Career education should be a part of every pre-service course - not a new course.

   a. Ed: Unless we have an explicit set of learner outcomes, we won't convince teachers to infuse career education into their disciplines.

   b. Jack: Our people won't infuse career education either unless our institutions refuse to hire teachers lacking career education competencies.

4. Jack: We must sell career education to the teacher education department before taking it to the other departments. We're now developing modules describing the means of infusing career education into subject areas.

5. Darrell: Last year, 16 of our teacher education faculty tried infusing career education into their existing courses. We're now setting up mini-workshops for other faculty members who teach foundations/methods courses aimed at encouraging them to also try an infusion strategy.

6. Bennat: We can't be legitimate in the eyes of the public schools if we ask them to use an infusion approach but say that it won't work for teacher education and therefore, teacher education institutions will have to do it by teaching separate courses. The public schools won't stand for that.

7. Bob: Timing has a lot to do with the answer. To start a career education effort on campus, the separate course route is best because it gives it visibility, but, in the long run, infusion into the curriculum is better.

   a. *VOTE: Yes-8; No-2.*

8. Jack: If you make the career education course an elective, some undergraduate students will get it and others will not. If the infusion approach is taken, on the other hand, they will all be exposed to career education. Further, it is impractical to make a career education course a requirement because the teacher education curriculum is already too full of required courses.

9. Darrell: Unless you have a career education course approved for graduate credit and have it taught on campus, it is difficult, if not impossible, to get permission to teach it off-campus for credit as an inservice experience for teachers.

10. Jack: A desirable strategy would be to adopt an infusion approach at the undergraduate level and a separate course or courses at the graduate level. *VOTE: Yes-9; No-1.*

    a. Bill: A strict infusion approach at the undergraduate level won't work as it won't give the undergraduate an understanding of career development or provide the basis for systematically planning a career education infused curriculum.

    b. Ed: Career education is part of personal development. It should be infused not in subject courses, but in the psycho-education courses. It is a new idea to be added to interpersonal relationship kinds of learning. This contributes to the content area of the career education concept.

B. Conceptual bedrock for career education

1. Background: Rossi (of A.I.R.) differentiates between: 1) education in careers (teaching about career development and the changing nature of work and education), and 2) education by means of careers (using the methodology of career education in the teaching/learning process).

    a. Do you see career education now primarily as:

        1. A set of substantive content? Yes-5

        2. A teaching methodology? Yes-3

        3. Equally concerned with content and methodology? Yes-2

    b. Ideally, would you like to see career education become:

        1. Primarily a set of subtantive content? Yes-1

        2. Primarily a teaching methodology? Yes-4

        3. Equally concerned with substantive content and teaching methodology? Yes-4

Issue: The relationship of teacher education to the academic disciplines: Implications of career education

A. General discussion

1. Darrell: Most of the undergraduate courses are in the academic disciplines, not in the College of Education. Ideally, how should such courses be taught and what should be their career education influence on all students in general, and on teacher education students in particular? Our operational problems are 1) how do we contact professors in the academic disciplines, and 2) how to we influence them?

B. Major resistances to career education coming from professors in the academic disciplines

1. Bennat: The problem stems from the faculty's perceptions of career education as vocational education while they see their role to be "liberal arts." How do we show them that the concept of "work" applies to them? We solved this problem when we had a meeting with the University Council to explain career education using K-12 demonstration teachers to make these presentations. The Danforth Foundation then elected to bring in other K-12 "career education demonstration" teachers to orient each of the 27 academic discipline departments. The College of Education can, and should, be a catalyst to pull together a team of K-12 personnel to initiate career education.

2. Orval: There's a problem of separation among the departments in a large school. Teacher education ought to integrate with other departments.

   a. Bob: If the gap is to be bridged, we must do it. We can't count on the liberal arts professors to come to us. For example, I make a point of having lunch and coffee with the other faculty. The Education Dean will be the crucial problem. Without his/her support, the Education faculty will continue to be "too busy."

   b. Wayne: The Student Affairs Division of the institution can serve a "bridging" function. At Johnson State, the support of career education is often given without the name. The work-study program is used as a career development tool, and student personnel work with faculty to meet the students' needs. By seeking to make career development opportunities available for all students on campus, it can encourage a career education orientation for all faculty.

      1. Lonnie: Student Affairs now has so many discreet little "empires" (e.g., mid-career change, women's programs, cooperative education, counseling financial aid, housing, etc.) that they are fragmented. For this solution to be viable, some way must be found to tie these "empires" together in a career education resource center.

2. Ed: At West Chester, we have a three day pre-orientation program for entering freshmen where the student is encouraged to pull all these "empires" together on an individualistic basis. The entire second floor of our Student Union building is a career resource center specifically designed for self-exploration. The Seniors are given seminars. Unfortunately, this doesn't influence the academic faculty. On the contrary, they view its existence as an excuse for not getting involved.

c. Orval: The current rise in the career concerns of college students can be used as a force for encouraging a faculty-wide career education emphasis.

d. Summary: If college students are increasingly worrying about being able to find a job, then this problem should be especially apparent in a School of Education (in these times of supposed teacher surpluses). *VOTE: A logical and sensible solution could be formulated if we began by concentrating on career development needs of students in teacher education and then extend it to career development needs of students on the entire campus. Yes-10; No-1.*

e. Sunny: We shouldn't try to sell career education on the basis of the current job market because, if we do, it will have no basis once jobs become plentiful. *VOTE: The current labor market picture for college graduates can serve as one of a number of basic strategies for "selling" career education to teacher education faculty. Yes-11; No-0.* [NOTE: This strategy is not used in selling career education at the K-12 level...Ken Hoyt].

3. Ed: One source of resistance is that, until we can clearly say what career education is, there is no way we can "sell" it to the academic faculty.

4. Sunny: We aren't going to be able to sell the term "career education" to the academic faculty because they see it as "vocational education," but they will be more receptive to the term "career development." The faculty see career development as important. [Note: Also, possible resistance comes because faculty see career education as a K-12 term and want a different term when it is applied to college level, just as they took student personnel for the college term and rejected "guidance" as a K-12 term...Ken Hoyt].

5. Jack: The resistance on our campus stems from the liberal arts faculty's perception of "career education" as an effort to discourage youth from college attendance.

Issue: Is there a conflict between career education and the current "back to basics" thrust?

A. Meaning of back to basics

1. Jack: Educators argue that the curriculum is not as pure as it once was, and, as a result, standardized test scores have fallen. Higher education personnel regard career education as anti-intellectual, (i.e., a way of keeping kids out of college). Many feel that if we concentrate only on academic skills (not jobs, socialization, life-styles or similar "extraneous" things) students will learn more academic content and test scores will rise.

2. Bob: Most people, in talking about "back to basics," mean a return to a strict authoritarian role for the teacher and stricter discipline in the classroom, not the "basic" academic skills. The assumption is that if discipline is increased, test scores will improve.

3. *Does the term "back to basics" imply:*

   a. *Primary emphasis on basic academic skills? Yes-3*

   b. *Primary emphasis on increased classroom discipline? Yes-3*

   c. *Equal emphasis on both academic skills and discipline? Yes-6*

4. *Consensus: No matter what the meaning of the term, the prime operational criterion people want to use in judging the success of a "back to basics" effort will be that of increases in test scores on academic achievement tests. VOTE: Yes-7; No-2; Abstain-2.*

5. *Proposition: A strong reason behind the "back to basics" thrust has been predicated upon public perceptions of the failure of education to adequately prepare K-12 youth for postsecondary life experience. VOTE: Yes-11; No-0.*

B. Relationship of career education to the back to basics thrust

1. Jack: Career education ought to take advantage of "back to basics" as an offensive approach. We have the vehicle, through career education, to raise test scores. Therefore, there's no conflict.

2. Bob: People studying the back to basics movement find that it is subverting desegregation efforts. Statements issued by minority parents say that career education keeps minorities in subservient roles. This is in conflict with the goals of career education.

3. Ed: To align career education with "improved academic achievement" is counterproductive, not because there is anything wrong with "improved academic achievement" but, rather, because there is so much wrong with psychometrics leading to increased use of test profiles. Career education needs to align basic academic skills with occupational

skills. As we generate basic competencies, the student will determine what utility that skill has, both short- and long-range.

C. Research on the effect of career education on academic achievement

1. Jack: We've shown an increase in academic achievement at the elementary level. Why aren't there studies that show career education improves academic achievement at the secondary level? Perhaps it's because we have much stronger control over elementary teacher education than over the preparation of secondary school teachers.

2. Bob: Generally, it's easier for elementary teachers to adopt something than it is for secondary teachers. The demonstration project in Kansas indicated that career education adds to skills at the high school level. Other data indicate that career education has no ill effect.

3. Jack: We need a strategy. We should start with NCATE Board to encourage the learned societies to set guidelines for incorporating career education into the curriculum at the secondary level. The impetus must come from the learned societies, not from the teacher education institutions.

Issue: Should accreditation become a vehicle for infusing career education in teacher education programs?

A. Involvement of accrediting agencies

1. Ed: How do you involve the accreditation agencies and the learned societies to build guidelines for infusing career education in teacher education programs?

2. Jack: NCATE relates with many of the learned societies (e.g., National Council of Teachers of English, etc.). We should encourage NCATE to encourage the learned societies to say "career education is here to stay - you should take a look at it."

3. Bob: NCATE doesn't specify programs. They ask "What are you doing?" and then evaluate you on how well you are doing what you profess to be doing.

4. Darrell: If career education is, in fact, being implemented widely in K-12 school systems, then accrediting groups should include career education in things they consider in accrediting institutions. The State accreditation body is required to look at guidelines from the learned societies as well as priorities set by the State Department of Education.

B. Strategies: Impact on accrediting boards of education as a means of implementing career education in teacher education institutions.

1. Ed: Any external source with visibility and control over teacher education institutions could bring about change faster because teacher education institutions are reactive.

2. Lonnie: If we had an endorsement for career education (as we do now in Iowa for Human Relations) required for every teacher, it would have a tremendous effect on insertion of a career education emphasis in teacher education programs.

3. Orval: The money comes from the State legislature, not from NCATE or the learned societies. Therefore, a better strategy might be to get a State law with money in it.

4. Jack: Career education is working because it's the only vehicle for bringing community people into the classroom. It makes business visible to the students and vice versa. Perhaps the best strategy is to tap these community groups to put pressure on the State legislature to pass career education bills with funds.

5. Sunny: It isn't productive for us to talk about either accreditation or certification as strategies for infusing career education. We could get better mileage if we look at other change strategies.

6. Bennat: There are other means of implementing career education, but accreditation is a sure means of getting more mileage out of it. Over the long haul, though, we must look at the resources we have.

7. *Summary: Influence by accrediting groups is but one process change strategy. Another is influence by State legislature.*

Issue: What are the most effective change process strategies for getting and for maintaining career education in teacher education?

A. The problem

1. Sunny: Minnesota developed a series of career education modules and demonstrated them to a group of 120 teachers in a one day training institute. The teachers did not incorporate them because career education is now perceived as something that is done by counselors and vocational educators but not by curriculum and instruction faculty members.

2. Bob: An "awareness" concept acquaints faculty with the programmatic concepts but actual change comes about only through commitments of individuals - "commitment" goes far beyond "awareness." Moreover, to effect change, the resources need to be poured into one location rather than be diffused through the entire system. If the money is spread out, you can't do any follow-up.

3. Sunny: Curriculum and instruction professors like the concept of "career development," but they aren't really committed to doing it themselves.

B. Strategies

1. Orval: The best strategy is to put this into the hands of "live wire" K-12 teachers who are true "career education crusaders." These teachers can serve as models for the teacher education faculty and make the merger for us.

2. Darrell: The "model teacher" strategy is only part of a broader strategy of faculty development. This includes K-12 teachers, faculty time for philosophical debate, production and supply of career education materials for teacher education faculty, faculty trips to career education conferences, faculty career education sabbaticals and exchanges with the business/labor/industry community.

   a. Lonnie: The Danforth Foundation is providing funds for faculty development at Drake University.

   b. Poll: How many of the participants' institutions have "faculty development" as a viable, funded operation in the College of Education? Yes-1; No-10.

3. Jack: If we did it ideally, we would let the impetus come from the faculty themselves but, practically, it wouldn't work (anymore than it does at the K-12 level). If faculty development in career education is to happen, the Dean's office will have to decree it.

   a. Darrell: I agree. The best strategy is to get a committed Dean.

4. Jack: Career education ought to take the "Marine Corps" approach (we need a few good men) rather than the "Billy Graham" approach (everyone join in) to get it going.

5. Ed: A possible strategy would be to set aside a given percentage of College of Education dollars to reimburse faculty members who, on a competitive basis, want to work on philosophical/conceptual papers in career education.

6. Sunny: If we are to convince higher education that career education is important, we will have to use their language and their methods, (i.e., development of a systematic presentation involving a) theory; b) philosophy; c) assumptions, etc.).

all volunteer armed forces

THE ALL VOLUNTEER ARMED FORCES

October 27-28, 1976

Participants

Mr. Paul Adams
Education Specialist
Navy Recruiting District
Cleveland
16101 Snow Road
Brook Park, Ohio 44142
(216) 522-4827

Commander John Brame
Director, Educator Liaison
Division
U.S. Navy Recruiting Command
4015 Wilson Blvd.
Arlington, Virginia 22203
(703) 692-4889

Dr. Hartley Campbell, Educator
Program Director
U.S. Army Recruiting Command
Attn: USARCASP-E
Fort Sheridan, Illinois 60037
(312) 926-2675

Mrs. Sparkle Crowe
Project Director, Indiana
Task Force
Education/Military Liaison Project
120 West Market-10th Floor
Indianapolis, Indiana 46204
(317) 633-5211

Dr. William Israel
Director, Education/Military
Coordination Project
Council of Chief State School
Officers
1030 15th Street, N.W., Suite 300
Washington, D.C. 20005
(202) 785-0911

Dr. Charles Kenney (Chuck)
Chairman, Education Action Council
Santa Ana Unified School District
1405 French Street
Santa Ana, California 92701
(714) 558-5501

Mr. Ray LaFreniere, Education
Specialist
New Adventures in Vocations
for Youth (N.A.V.Y)
Education Liaison
Navy Recruiting Sub Station
151 Forest Avenue
Portland, Maine 04103
(207) 773-6011

Dr. David Livers, Professor
Counselor Education Center
DeGarmo Hall 341
Illinois State University
Bloomington
Normal, Illinois 61761
(309) 452-4827

Mr. Patrick MacWalters
Education Liaison
Navy Recruiting District
Newark
Gateway 1 Building
Raymond Plaza West and Market
Street
Newark, New Jersey 07102
(201) 645-2158

Mr. Van R. Williamson
Education Specialist
Navy Education Liaison Program
210 North 12th Street
St. Louis, Missouri 63101
(314) 268-2504

Observers

Ms. Nancy Varga
Education Specialist
U.S. Navy Recruiting Command
4015 Wilson Blvd.
Arlington, Virginia 22203
(703) 692-4889

Mr. Michael Brown, Associate
Ellis Associates, Inc.
P.O. Box 466
College Park, Maryland 20740
(301) 864-7600

NOTE: Representatives invited from the United States Air Force, United States Coast Guard and the United States Marine Corps were unable to attend.

Issues Raised by Participants

A. Career education In All Volunteer Armed Forces (AVAF)

1. Extent to which graduates of military training programs are placed in occupations for which they are trained.
2. Followup and placement in the civilian community after exit from military.
3. Need to clarify the career education concept to and in the All Volunteer Armed Forces.
4. Implications of differences in career decision-making in the AVAF and the civilian community for application of the career education concept.
5. Is the AVAF a legitimate setting for application of the career education concept? In what ways? To what degree? Under what conditions?
6. Apprenticeship programs in AVAF and relations with organized labor.
7. Should career awareness and career exploration be a part of the AVAF experience?
8. Responsibilities of the AVAF for assisting enlistees in career development.
9. The AVAF as a contributor to career--not just occupational--competency.
10. What facilities and resources currently exist for implementing career education in the AVAF? What additional resources, if any, are needed?
11. To what extent can or should the AVAF and career education act as mutual resources for one another? How can we best fuse these two efforts?

B. AVAF involvement in K-12 career education efforts

12. Improving State Education Agency and U.S. Office of Education reporting procedures to accurately ascertain the extent to which high school students have been made aware of careers in the AVAF.
13. Extent to which occupational information from the AVAF has been integrated into existing K-12 career education information systems.
14. Role of the AVAF in K-12 career awareness and career exploration efforts.

C. Image and external relations problems of the AVAF related to career education

15. Apprenticeship or accreditation of job training in AVAF in relation to the civilian community.

16. Relationships among business/labor/industry training, civilian occupational education and AVAF occupational education in terms of career development of individuals.

17. Influencing high school followup forms to gather more specific and accurate data regarding participation in the AVAF.

18. What links should exist between the Department of Defense (DOD) and the Department of Labor (DOL)?

19. What links should exist between DOD and all other Government agencies participating in the education/work initiative?

20. Incongruities among career education conceptualizers with respect to perceiving the AVAF as: a) an environment, b) a part of the occupational society and c) as an employer.

21. Gaining acceptance of the AVAF by members of the education community.

Discussion of Issues

PART I
CAREER EDUCATION AND THE ARMED FORCES: COMPONENTS OF CAREER EDUCATION

I. Awareness

Issue: Should career awareness and career exploration be a part of the AVAF experience?

A. General Discussion

1. Chuck: Some AVAF persons would perfer to have people enlist in the AVAF for up to one year for the purposes of career awareness and career exploration before enrolling in a specific AVAF training program.

2. Van: Career awareness is done by interest and aptitude testing and counseling prior to enlistment.

   a. Chuck: This is not enough time for real career exploration.

3. Mike: There are two time frames for career awareness: a) prior to enlistment and b) early in the enlistment period so that the person can decide whether he wants to stay on in a particular training program or transfer laterally. Part of the career awareness program ought to be helping people realize that if they want to be plumbers they can look at the AVAF.

4. Sparkle: There are two kinds of awareness: 1) those enlistees who are aware of the career options before signing up, and 2) those who want to explore within the services.

5. Hartley: Signing an enlistment contract in a specialty assumes that career awareness and exploration have been completed. In effect, a person signs up for a specific kind of training, and therefore, career education has already taken place. This is why career awareness programs must occur at the K-12 level.

6. Dave: If we urged the AVAF to "open up alternatives" they would do so.

   a. Bill: Rather than recommend that we open ways for lateral movement, we could delay the specialty training until after the recruits have been in for awhile.

   b. Ray: During basic training, recruits can develop an idea of what they want.

7. Mike: The AVAF is as dependent as any other employer on effective career awareness efforts in the K-12 system.

8. John: The Office of Career Education should encourage the inclusion of the AVAF in career awareness efforts at the K-12 level, but career awareness should be expanded as part of the initial military experience itself.

9. Ray: The pre-enlistment phase consists of an hour's worth of counseling. Many of us are trying to show these young people what the different options are. In my program, they are given a period of time to "shadow" different careers in order to determine whether they want to enlist or go into another type of career.

B. *Consensus*

1. *Should we assume that career awareness is completed prior to enlistment insofar as the AVAF is concerned?*
   VOTE: Yes-0: No-12.

2. *Should we assume that career awareness for the AVAF is primarily limited to the recruiting/enlistment process?*
   VOTE: Yes-0; No-12.

3. *Should expanded career awareness become a part of initial military training in the AVAF?*
   VOTE: Yes-12; No-0.

II. Exploration

Issue: The concept of "career exploration" as part of the AVAF

A. Pat: It would be better for all concerned if there was a basic change in policy to include career exploration as the major emphasis of the initial period of enlistment (up to one year). Decisions about schooling would be deferred until after this period has been completed.

1. This might eliminate wrong decisions and program changes.
2. It would allow the individual more freedom (not locked into specific occupations).
3. Van: Can the AVAF run and function with this kind of exploration taking place?
4. Sparkle: The enlistee ought to have options, both a guaranteed job training contract and an open contract. At the end of career exploration, there ought to be the opportunity to choose training.
5. Van: We already have a program like this (the open contract), but in my experience the enlistee wants specific occupational training guarantees.
   a. Pat: A person wants a specific job, but then finds out he/she wants something else and can't do anything about it. Therefore, we should change the policy of guaranteeing a specific vocational training.
   b. John: We'll guarantee training within a group of five related occupations.
   c. Nancy: The non-guarantee contract is not sold as an opportunity for career exploration, and it should be.

B. Nancy: Perhaps good career exploration would be an attractive option to offer new recruits, at least for those who cannot be guaranteed a specific school slot.

1. Ray: Too many people ask for a specialty based on the job title without knowing what it entails. That's why we need a system where they can explore for one year before being committed to the work.
2. Chuck: This could be beneficial to the AVAF both in terms of: a) an increased understanding of the AVAF and opportunities for choice on the part of the recruit and b) an increased understanding of the recruit on the part of the AVAF.
3. Sparkle: Exploration should be done by career clusters.
   a. John: I would recommend using the cluster concept for putting people into jobs rather than the specific job guarantee.

4. John: It's important to give information regarding the needs of the service.

5. Pat: The period of enlistment should be shortened with further training taking place after re-enlistment.

   a. Nancy: This would be hard to sell.

C. Dave: Why not consider a career exploration approach to enlistment which takes a period of time (up to one year) in which the recruit combines a) basic, rudimentary vocational skill training within a given occupational cluster (cutting across a number of specific training programs) with b) career exploration over the entire cluster with decisions regarding specific school choices delayed until end of this period?

   1. Chuck: We could not make this an exclusive practice. The option of immediately entering into a specific school slot is important to both trainees and to the AVAF.

D. Hartley: Why limit career exploration to one cluster? It is possible to build career exploration into a two to three week experience prior to initiating the combination of exploration/rudimentary training that Dave has proposed.

   1. This could be done by the creation of a career exploration simulation center (with self-paced one to two hour exploration activities) over a two to three week period during basic training.

   2. Mike and John: This should be done prior to the time of enlistment. Why not make this part of the enlistment/recruitment process? If it's a high quality process, it could be helpful to youth in their career decision-making whether they go into the AVAF, to a community college, a technical institute or to any other form of postsecondary education.

   3. Should career exploration be a function for each of the separate services or a joint venture?

      a. Van: Ideally, it should be broad enough to cover all kinds of postsecondary training programs. Realistically, it should involve the joint efforts of the AVAF. More likely, it will be done separately by the five services.

   4. Where would you establish such a center?

      a. Nancy: Go where the youth are.

      b. Ray: How about funding a traveling van to tour schools during the school year to discuss career activities for all of the branches of the service. After a person becomes interested, then the recruiter will come to him.

c. Mike: Use the traveling van idea for career awareness but set up the career exploration simulation center at a military base.

d. Van: You could use the model developed for officer recruitment, where kids are brought to the bases.

E. Chuck: A Summer Career Exploration Program could be made available for youth to explore all of the branches of the AVAF involving on-site observation, training, service life and service routine.

1. It could be sold as one means of solving some of the summer youth unemployment problem. It might have to be called a "Summer Youth Employment Program", but it could still make its primary purpose career exploration in the AVAF.

2. Bill: There is a Summer Improvement Program for high school students to take specific AVAF training courses in sites where the equipment and the facility is not being used. While training is different from career exploration, the principle, and so the precedent, is already established.

3. Chuck: A youth could select one of the branches of the AVAF without any enlistment obligations. Funds would have to come from other sources than Department of Defense (DOD) unless they have a special allocation from Congress especially for this purpose.

4. Hartley: Involving young people in the military might be perceived as a kind of Hitler Youth Movement.

5. Mike: Maybe it would be an effort that would be sold to Comprehensive Employment Training Act (CETA). You would need to insure that the kinds of experiences are similar to those already available from CETA. It could be sold as one of a multiple series of career exploration efforts on the part of CETA.

   a. Sparkle: CETA counselors have asked for information regarding the AVAF.

6. The American Legion and Auxiliary might be a possible source of funds (at the local level) to sponsor a few kids to this AVAF effort. Better yet, get the American Legion to participate in a local Summer Youth Employment Program, of which the AVAF Career Exploration Project might be one part.

   a. Sparkle: In Indiana, the Kiwanis support career education, so you might approach them.

7. Don't limit it to the disadvantaged.

8. Joint Education Liaison Directors of Recruiting (JELDOR) could take this idea to DOD and ask for it as a potentially valuable recruiting device. (NOTE: several objections were raised to this suggestion)

9. The Assistant Secretary of Defense for Manpower might be susceptible to this idea if it was proposed by the joint DOL/DOC/HEW Education-Work Initiative.

III. Placement and Follow-up

Issue: Follow-up and placement in the civilian community after exit from the military

A. Introductory remarks

1. Dave: Since two out of every three enlistees do not stay for more than one "hitch," why not have a career exploration program concentrating on career opportunities in the civilian world placed at the end of the enlistment period?

B. Discussion

1. Chuck: It would be completely unrealistic to expect DOD money for training someone in a civilian role. It would be necessary to approach a private agency for these funds.

2. Sparkle: If AVAF wants two out of every three to get out after one hitch, then they should provide something like this.

3. Bill: The Army says that it is training for the civilian world, so it will probably let it go at that.

4. Paul: I thought Dave was talking about guidance as opposed to training.

   a. Dave: I was thinking of it as guidance. As a part of the separation process, one facet could be to describe, during the exit interview, how the person could use his experience in terms of career opportunities in the civilian world. Even if he was only given a piece of paper, it would be better than nothing.

5. Chuck: Why not make this a Veteran's Administration (VA) role?

   a. Sparkle: VA does this now.

   b. Mike: VA's transitional counseling program has been greatly curtailed.

6. Dave: If the AVAF accepts the career education concept, then they must accept placement and follow-up as a part of the total career education effort.

7. Mike: To do this, we must go beyond what the Occupational Outlook Handbook says and what the AVAF say are comparable training/occupational matchups. There are serious things missing now that employers say they need. We need to counsel existing servicemen with these gaps in mind.

8. Pat: It's unrealistic to expect career education in the AVAF to include both pre-service orientation and post-enlistment placement/followup. DOD can't stretch their obligation out too much beyond the actual enlistment period.

   a. Chuck: Rather than give DOD an additional function, why not tie pre-enlistment to K-12 career education efforts and post-enlistment to the United States Employment Service (USES)? An even better idea would be a joint effort involving OE, DOD, DOL, USES and VA in a comprehensive career education package?

   b. Van: Why should we consider pre- and post-enlistment activities when other employers don't do it (e.g., AT&T)?

      1. Bill: But AT&T is in the private sector whereas the military is in the public sector. In the private sector, there is no firm commitment for "X" period of time, binding both employer and employee, but there is in the case of the AVAF.

      2. Mike: The main reason DOD should do it is the bottom line benefits to DOD. It would improve the image of the military if someone could say "look what it taught me and the job I got as a result."

9. John: The enlistee could be allowed to do some career exploration on the outside before his term is up. This could be done through a pre-separation leave arrangement where he could explore occupational opportunities in different settings and then decide whether or not he wants to re-enlist.

   a. Van: This isn't the function of the AVAF (its function is to defend the nation). Also, the AVAF can't afford to pay for something like this.

   b. Chuck: The individual could pay for this himself, but the AVAF should agree to give him/her the time off to explore these outside opportunities.

   c. Mike: Local reserve units could get involved by having the person check in with them as one condition of the pre-separation leave. Reserve units might become career exploration resources.

10. Hartley: The Army has the PREP (Pre-Discharge Preparation Program), and we expect it to be dropped. The USES still does provide unemployment benefits to veterans. The "two for one" new provision (in lieu of the G.I. Bill) is also a help. Aren't we doing enough now? How can we continue to argue for spending more and more Government money?

    a. Chuck: It won't be more expensive if you take advantage of existing government agencies as suggested here. The main thing needed is providing better information to the serviceman.

    b. Bill: With the G.I. Bill gone, some congressmen might be interested in sponsoring such a low-cost program.

    c. Chuck: One program already exists in which the new enlistee agrees to have, say, $50 per month deducted. If used for schooling, the government will put in twice as much as the service person, up to certain limits, thereby tripling the amount.

11. Chuck: DOD should establish a liaison position to coordinate the efforts of several agencies which could help veterans. The funds for just one position might be available.

12. Sparkle: We could initiate an effort with the State Manpower Planning Boards which would work with CETA.

13. John: There's no provision for DOD or State involvement in Manpower, except at the highest level. The Federal Interagency Commission on Education (FICE) Education-Work Commission would be a good framework - if it had the money and authority.

Issue: Where should the notes from this mini-conference go?

1. Chuck: Send them to the heads of recruiting for each of the branches of the AVAF.

2. John: Send them to the Assistant Secretary of Defense for Manpower and Reserve Affairs.

3. Nancy: Send them to someone in the VA, American Legion and the Reserve Officer's Association.

4. Dave: Send them to USES/DOL/HEW - Education/Work Task Force.

5. Chuck: Send them to State heads of the Department of Unemployment.

6. Nancy: Send them to journals not affiliated with a particular association.

7. Bill: Send them to the Council of Chief State School Officers.

8. Nancy: Form a task force of all potential resources to discuss what, collectively, they could do for the veteran. This is something DOD might be willing to host.

9. Mike: Send them to Personnel/research labs.

PART II
AVAF INVOLVEMENT IN K-12
CAREER EDUCATION EFFORTS

Issue: Role of the AVAF in K-12 career awareness and career exploration efforts

A. Mike: The problem is eliminating the separateness of the AVAF from the civilian aspects of life as perceived by educators (e.g., separateness of informaton about AVAF from information on civilian occupations).

1. Van: The AVAF is effectively cut out of the Dictionary of Occupational Titles (DOT), since there are only 3 pages.

2. Hartley: The 1976 edition of the Occupational Outlook Handbook now has five good pages on occupations available in the AVAF. For each occupational area, there are "where to go for more information" sections which, increasingly, involve data on the AVAF as an information resource.

3. Van: There is a conceptual separateness, even if some materials on careers in the military have entered into the picture. For example, if a man wants to become a plumber, he should think about being a plumber across the board.

4. John: There's no systematic inclusion of the AVAF, in that even when one branch is mentioned, other branches may be excluded.

   a. Nancy: DOL argues that, if they did it for AVAF, they would have to do it for every other employer.

5. Ray: The Occupational Outlook Handbook should list the opportunities available in the AVAF under the Public Service sector and not as something separate at the end of the book.

   a. Consensus: This should be a "fall back" position. It is better than we have now, but it isn't ideal. VOTE: Yes-7; No-1; Abstain-4.

6. *VOTE: Ideally, attempts should be made to infuse AVAF information throughout the Occupational Outlook Handbook rather than list it separately in five pages at the end of the handbook. VOTE: Yes-12; No-0.*

B. Involvement of AVAF personnel in K-6 career awareness efforts.

1. Paul: The operational question we face is "Is it worth the time expended if you look at this month's quota?"

2. Dave: The numbers of students entering elementary schools is down so much that, if the AVAF doesn't get involved in career awareness efforts, they are sure to be in difficulties 10-12 years from now.

3. John: Why not encourage colleges, school districts or SEAs to submit grants proposals to OCE to do this?

4. Hartley: We did preliminary work with schools in Des Moines to do a study on military career awareness at the K-12 level. It stopped after several months because no one could see a pay off. Des Moines was looking for funds and the Army couldn't give them any.

5. Pat: There is no reason why AVAF recruiting personnel could not, or should not, be encouraged to participate as parents in K-6 career awareness efforts (just as other parents do all the time).

6. Mike: A field trip to a military base would give kids a micro-picture of the occupational society. Why aren't more K-6 efforts doing this now?

   a. Dave: Schools have tried but have been turned down by DOD.

   b. Bill: Alaska tried using local bases. The base commanders usually resist it, and the recruiting personnel have no influence over the base commanders.

7. Ray: We were successful in using a local base for a career awareness/exploration experience for 11th and 12th graders. We first contacted public relations people at the base and then publicized it in the schools. After the schools selected the students, they had a preliminary field trip to the local recruiting station where they received information about the occupational opportunities available in the AVAF. The next step involved a field trip to the recruiting office where the students were given the "full pitch" a guy goes through when he joins the AVAF. Finally, the students visited the base for a full week's "shadowing" experience. Twelve students were involved.

8. Hartley: In Oregon, SUTOE (Self Understanding Through Occupational Exploration) did get military participation in 8th and 9th grade career exploration by having enlisted personnel come to the classroom and talk with students as a panel about careers in the military. As a follow-up, students can go out to the base for a field trip. There are hundreds of opportunities like this at the local level wherever there's a military base. The smaller the base, the easier to get it approved. The problems are:

   a. Uncooperative base commanders

   b. Van: Limited availability of military bases

9. Dave: We should recommend to DOD that they develop K-6 career awareness materials on the AVAF to be used as part of the school's career education efforts, as the American Trucking Association has already done.

10. John: We ought to interact with DOD to get their understanding of the implications of career awareness/exploration and ask them to send out a permissive policy statement for base commanders. This should help open doors for K-6 career education persons.

    a. Bill: Base commanders are like superintendents -- they will worry about such things as what will happen if a kid gets hurt during a field trip.

    b. John: A task force meeting called by DOD for an Education/Work Initiative would be a way of doing it. You should involve Mr. David Taylor, Assistant Secretary of Defense for Manpower. The generic topic would be "National Manpower Issues," with career education being a subset of several issues raised.

11. Bill: Local educators need to sell the bases on career exploration, too.

12. Ray: The facilities are available, but the educators need to contact the appropriate person on the base.

    a. Paul: Any education specialist could supply the school with the name of the appropriate contact person.

13. Ray: Each SEA should have a Career Education Resource Book that includes the names of contact persons from the business/industry/labor community as well as for the AVAF.

Issue: How can the Council of Chief State School Officers (CCSSO) assure that their AVAF and career education efforts be tied more closely together?

A. Discussion

1. Sparkle: We could do this with the seven pilot States and the 24 expanded States in the CCSSO AVAF Project. The mechanisms are already there.

2. Bill: The State team and the State Coordinator of Career Education can coordinate these efforts. Education Specialists ought to be included also. Such a recommendation could go to both the CCSSO Military Committee and to the CCSSO Career Education Committee.

3. Bill: DOD has asked the CCSSO Military Committee to involve elementary and junior high school students as well as those in senior high school in their State pilot efforts.

4. Mike: The AVAF can serve as a microcosm of the interrelations of work in the larger society for elementary school students. We could suggest a slogan -- "Equal Employer Opportunity" -- as one means of trying to get the AVAF fairly represented in career education efforts.

5. Van: Not only does the base need to work with educators, but educators need to become aware of the military as a resource.

PART III
IMAGE/EXTERNAL RELATIONS PROBLEMS

Issue: Gaining acceptance of the AVAF with members of the education community.

A. Strategies

1. Pat: If the responsibility rests solely with the AVAF, it won't get done.
2. John: Could the attempt be put in terms of the need for a strong defense system in a world of nations? All recruits need to recognize the social significance of their work, that they do make a vital contribution.
3. Sparkle: We could picture the AVAF in terms of the American economy, and it could be included in economics programs (such as World of Work and Economic Education (WOWEE).
4. Chuck: We need a film on the U.S. free enterprise system and our reliance on imports to increase awareness. We could build up a societal awareness of the need for a strong defense. It could be shown to local service clubs (e.g., Kiwanis, Rotary, etc.) and would show them a "what's in it for me, the business person?" approach that current DOD films simply don't have.
5. Sparkle: We should use the words "peacekeeping" or "preparedness" instead of defense.

B. Chuck: An idealistic model called "The Role of the Military in a Peacetime Society" would make an excellent social studies unit. It could focus on the AVAF's contributions to: a) a full economy, b) meeting manpower personnel training needs, c) protecting and defending citizens, d) keeping our economic lifelines open and e) global strategy.

1. Nancy: This would appeal to a person's sense of patriotism.
2. Van: If you use a "scare tactic" approach, it will only work in the short run.
3. Van: There will be resistance to having the military add anything new to the curriculum.
4. David: The curriculum would be accepted if it is factual and printed.

Issue: Perceptions of the AVAF as 1) an environment; 2) a form of postsecondary education; 3) a part of the occupational society and 4) an employer.

A. Introductory remarks

1. Pat: These perceptions of the AVAF are currently being addressed by DOD recruiting.

2. Paul: The ad agencies do more to influence public perceptions than does the military itself.

B. Establishing priorities in presenting these perceptions of the AVAF

1. Mike: The issue is, how do we expect career educators to present the military? Do we want to see priorities established in terms of these four perceptions?

2. Mike: Career education should address the education-work relations within the unique military environment. Part of the problem is that career education materials to date haven't been very good at picturing any part of the environment.

3. Two attitudes about the military environment are true: 1) the work environment is a microcosm of the external work world, and 2) it is unique in terms of its legal constraints and in that education and work occur simultaneously.

C. Discussion

1. To the extent that the concept of lifelong learning catches on, accurate public perceptions of the military will increase.

2. Societal problems of racism and sexism could be solved - as national models - by simple directions from DOD (at least within the military).

   a. A film on the reduction of occupational sex stereotyping, with examples limited to the AVAF environment, could do much to improve the image of the AVAF. DOD probably wouldn't get more recruits, in the short run, but it should in the long run.

Issue: How are Education Specialists in Navy/Army perceived by their bosses?

A. Discussion

1. Paul: The perception varies greatly. There's no consistent pattern. It varies according to the commander.

2. Ray: In a typical setting, military personnel change frequently whereas the Education Specialist stays on. This means the Education Specialist must be flexible.

3. Pat: The Commanding Officer and the civilian Education Specialist will determine the involvement of career education. The Education Specialist's job is to make the commander more aware of what's happening in the education community. The mission of the Officer in charge is "To make this month's quota." The Education Specialist's long run efforts are necessarily restricted by this fact.

4. Hartley: Army Education Specialists haven't been around very long and have a high turnover rate. Much of their current work is paperwork. There are 55-60 of them. They have been rated very highly by their bosses. They are still pretty heavily involved in promoting ASVAB even though not in administering it.

5. Nancy: Ideally, Education Specialists should have long range goals, but they are always assigned to persons with short range goals.

   a. Pat: "Long run goals" are neither in the position descriptions for Education Specialists nor in the recruiting office's charter at this time.

adult/recurrent/continuing education

ADULT/CONTINUING/RECURRENT EDUCATION

November 1-2, 1976

Participants

Ms. Elizabeth Babcock
Counselor, Adult Life Resource Center
Division of Continuing Education
University of Kansas
Lawrence, Kansas 66045
(913) 864-4794

Ms. Lurline J. Baker
Job Development Specialist
St. Louis County Probation Department
17 North 4th Avenue West
Duluth, Minnesota 55802
(218) 296-2320

Dr. Marvin Fielding
Vice President for Instruction
State Fair Community College
1900 Clarendon Road
Sedalia, Missouri 65301
(816) 826-7100

Ms. Jane Hasek
Coordinator
Adult Continuing Education and
Community Services
Hawkeye Institute of Technology
P.O. Box 8015
Waterloo, Iowa 50704
(319) 296-2320

Dr. John F. Hoffman
Director, Counseling and Placement
Niagara County Community College
Sanborn, New York 14132
(716) 731-3271

Dr. John MacKenzie (Jack)
Director, Labor Studies Center
Federal City College
University of D.C.
1331 H Street, N.W.
Washington, D.C. 20005
(202) 727-2326

Dr. John Rowlett
Vice President for Academic
Affairs
Eastern Kentucky University
Richmond, Kentucky 40475
(606) 622-3884

Mr. Donald L. Seneker
Director
Law Enforcement Programs
Police Academy Building
Missouri Southern State
College
Newman and Duquesne Roads
Joplin, Missouri 64801
(417) 624-8100

Mr. Dennis Shaw
Director
Cooperative Education
College of Great Falls
Great Falls, Montana 59405
(406) 761-8120 ext. 272

Issues Raised by Participants

A. Conceptual/Philosophical Issues

1. Institutional commitment to the career education concept in adult education.
2. How will career education affect postsecondary vo-tech institutions?
3. Where does career counseling fit into adult career education efforts?
4. Differences between children and adults: Implications for career education.
5. Goals of career education for adult education.
6. Definitions of career education: Implications for implementation in adult education.
7. What differences exist between "career education" and "lifelong learning"?
8. Existing associations and organizations in adult education: Implications for career education.
9. Career education and adult education: Implications for legislation.
10. Overcoming resistances to career education on the part of adult educators.
11. Constraints (e.g., economic, psychological, etc.) keeping persons from participating in adult career education.

B. Implementation Issues

12. Getting started in adult career education.
13. Involving adults in need of career education: How to reach them in the community.
14. Providing supportive services to adult education students in career education.
15. Amassing an appropriate resource package for adult career education.
16. Identifying and utilizing community education resources for adults in career education: Coordination? Cooperation? Collaboration?
17. Identifying and working with "forgotten" groups - motivating them to participate - i.e., career awareness for adults.
18. Funding as a directional influence on career education for adults: Implications for the nature and comprehensiveness of the effort and implications for community funding.

Discussion of Issues

Issue: Identifying and working with the forgotten groups

A. Introductory remarks

1. John R.: To give an example, in 1969, a new hospital was being built and there was a tremendous need for nurses. At the same time, there were large numbers of adults in the area who were currently out of the labor force. We began to identify them to form a cadre of paraprofessionals in the health services assuming that if they could become interested and trained, they would remain in the community. It's been very successful - the attrition rate is no greater than for the average freshman student on a university campus. The people were identified by a "one on one" basis with staff members "walking up the hollows" in Eastern Kentucky. The average age is 26 and ranges up to 50 years of age. We provide both on-campus and extension services using audio-visual equipment. Placement records show that once these people are trained, they remain in the area. Community support is high because they see visible outcomes in terms of careers at the end of the line.

2. Implications

a. In adult career education, there has to be a real opportunity for the adults who get involved in the program.

b. Dennis: In adult career education, we assume 1) people want this training, and 2) there are jobs in the area. Both assumptions are sometimes open to question. In Montana, we're starting to train teachers in the community to go to our Indian reservations. They'll stay in the community.

B. Motivating the forgotten group

1. John R.: Some people have been in a welfare cycle for years. For some, the opportunity to acquire self-esteem is as important as economic opportunity.

2. Lurline: The ex-offenders are always the last to receive training. Once training is completed their self-esteem is high, but it disappears fast when they see others already employed in the jobs they've trained for.

3. John R.: It is important to provide opportunity in the home community.

4. John H.: It is important to provide trainees with adaptability skills as well as hands-on experience so that they can better cope when no jobs are available in their area of training. Counselors ought to do this.

a. John R.: We don't have to worry about adaptability skills in our nursing program because the shortage of nurses in our area will exist for many years to come.

b. Jane: We tend to stereotype occupations, lumping all types of nursing together. The concept of adaptability skills does apply to nursing since students often perceive only one work setting when, in fact, there are many.

c. Jack: Adaptability skills are already possessed by many people. For example, the Cooperative Extension Service personnel already know the problems of the community. If you provide the information to them, they can transfer to urban resource centers and do related work.

C. The importance of imparting work values to adult education students

1. John H.: Our college is on the edge of an Iroquois Indian reservation and some come to the campus. We're trying to focus on the basic adaptability features in working with them, so we emphasize the whole concept of "life" as opposed to just skills. We need people who understand their mode of life as well as ours because they have a different set of life values and work morés. This approach cuts across all categories. We try to give all students an understanding of the concept of work as part of their lifestyle.

2. Lurline: Learning to become a part of the community is as important as preparing for paid employment in the community. In order for people to become successful or motivated, they must get into the mainstream. Thus, unpaid work (e.g., teaching knitting) is as important as paid employment.

a. Adults who feel that they don't belong, such as offenders, have special problems for which they need help, prior to or simultaneous with getting job training.

b. Jane: White, middle class women who have stayed home since marriage are a "forgotten group" too. We have a career awareness course that many adults can't take because it is only open to minorities or welfare recipients.

3. Jane: We had a group of older women working as "nurse's aides" in a county work home. When a State mandate came down that they needed nursing training, we had to adapt the training program to fit the needs of these women, most of whom hadn't received an eighth grade education. This provided the motivation to work for General Equivalency Diploma (GED) certification. We're now branching out into consumer education courses for them. These adults are more, not less, satisfied with their lifestyle and their work, and they stay in the community.

4. Marv: Another dimension is working with employers of the "hard to place," (e.g. persons with poor work records, high incidence of unemployment, etc.). It takes three to four times as long to place these people as employers are often reticent to hire them.

   a. Jack: To solve this, you have to involve employers in the beginning as advisors in training programs.

   b. Lurline: It is also necessary to get the labor unions involved.

Issue: Definitional dilemmas in career education: Implications for adult education

A. Consensus on basic elements in the career education concept as proposed by the participants

1. Lurline: Career education includes the concept of both paid and unpaid work. VOTE: Yes-7; No-2.

   a. Jack: A good share of the adult education concept is implied in the term "voluntary." This term, because of eighteen thick books of laws and regulations covering labor/management relations and working conditions, cannot be applied to a person employed in a given occupation. Thus, to mix "unpaid work" and "paid work" in the definition of career education is to mix possibilities of "voluntary freedom" with the certainty of "legal restriction." The rewards and punishments for unpaid work are completely different than those for paid work.

2. Lurline: Career education involves the total person, including elements of social adjustment in addition to the concept of work. VOTE: Yes-4; No-2; Abstain-3.

3. John H.: Career education should include an emphasis on the acquisition of adaptability skills in addition to specific skill training. VOTE: Yes-9; No-0.

   a. Some persons don't want job training, but rather simply to learn how to live better. VOTE: Yes-6; No-0; Abstain-3.

4. Dennis: The community is an essential resource for implementing career education in adult education. The school is the facilitator. VOTE: Yes-9; No-0.

5. Jack: Career education is not a new program. Instead, it is an effort to learn about education/work relationships in new ways. (VOTE: Yes-7; No-1; Abstain-1). Career education is an effort to facilitate the particular learning mode of adults in terms of education and work. Lifelong learning, on the other hand, includes all kinds of education, including random education. (VOTE: Yes-9; No-0). It is not limited to learning about education/work relationships.

6. Liz: Career education in adult education should contribute to an increasing sense of internal control over one's life by emphasizing decision-making as an adaptability skill. VOTE: Yes-8; No-0; Abstain-1.

7. John R.: The career education concept in adult education implies a societal expectation of work being an important part of the individual's total life-style. VOTE: Yes-9; No-0.

8. Don: The concept of career education in adult education implies more than simply preparing an individual for work. VOTE: Yes-9; No-0.

   a. Jack: U.S. Office of Education's (OE) definition of the word "work" may not be compatible with either common adult understandings or legal interpretations of the word work. VOTE: Agree-7; Disagree-0; Abstain-2.

   b. Jack: To most people, the word "career" is tied to paid occupations having some status and security. VOTE: Yes-9; No-0.

9. Lurline: The Minnesota Task Force on Career Education defined work as "purposeful activities of an individual, paid or unpaid, designed to produce, process or distribute goods and/or services for the benefit of the individual and/or society." VOTE: Yes-8; No-1. It defined career as a "reasoned, socially purposeful and personally valued life pattern in relation to work."

   a. OE's definition of work: "Conscious effort, other than that whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself or for oneself and others." VOTE: Yes-8; No-1.

10. John H.: Career education in adult education implies an emphasis on the changing relationships between education and work. VOTE: Yes-9; No-0.

11. Jane: Career education in adult education can be seen as a process of making educational offerings relate to the person's career goals. VOTE: Yes-9; No-0.

12. Career education in adult education includes preparing people for productive use of leisure time. VOTE: Yes-6; No-3.

   a. Marv: Alternative Statement: Career education in adult education includes an emphasis on preparing people with decision-making skills for reasoned use of leisure time. VOTE: Yes-9; No-0.

13. Career education in adult education includes the work of the full-time homemaker. VOTE: Yes-9; No-0.

14. Liz: The conceptualization of career education in adult education should include a concern for and a response to adult developmental stages - not just career development. VOTE: Yes-9; No-0.

B. Conceptual statement of career education in adult education

John R.: "Career education for adults should not be regarded as the special province of any existing type of institution, agency or discipline. It is not principally academic education, technical education, vocational education or adult education. Rather, it is a blend of all these plus the interest and concern of other agencies, public and private, with the goal of improving the quality of life - with work, paid or unpaid, serving as the core of the effort. This (adult education) represents one segment of the continuation of a basic societal concern that holds that both society and the individual benefit when one engages in a socially useful career." VOTE: Agree-9; Disagree-0.

Issue: What are the goals of career education for adults?

A. Liz: To increase people's options with respect to work, paid and unpaid. VOTE: Yes-7; No-0.

B. John H.: To help people to become more literate, useful, productive citizens throughout their lifetimes. VOTE: Yes-1; No-6.

C. Marv: To provide persons with the opportunities to become useful, productive members of the society. VOTE: Yes-7; No-0.

D. John R.: To be responsive to the work experience needs of adults, including young adults, those in their middle years, those approaching retirement and those already retired.. Operationally, it is important that these needs be identified. VOTE: Yes-7; No-0.

E. John H.: To open up the business/labor/industry community in ways that will humanize the workplace for adults. VOTE: Yes-2; No-6.

F. Jack: To help adults understand and deal intelligently with the free enterprise system. Vote: Yes-9; No-0.

G. Lurline: To help individuals understand the world of work (paid or unpaid) and its impact on the individual and on society. VOTE: Yes-9; No-0.

H. John R.: To improve the quality of life in its broadest sense, and work, both paid and unpaid, is the cohesive core around which programmatic activities are planned. VOTE: Yes-7; No-0.

I. John R.: Career education should be accessible to all adults. In addition to more traditional delivery systems, institutions, organizations and agencies should develop, try out, and evaluate unique and imaginative approaches in an effort to serve this unique population. VOTE: Yes-9; No-0.

J. Jack: To increase business/labor/industry participation in meeting the career education needs of adults.

Issue: Should the word "work" in career education include unpaid as well as paid "work"?

A. "Work" should encompass only paid activities

1. Dennis: As a practitioner trying to sell the concept of career education to the community, I need a clear definition of work, both paid and unpaid. To include unpaid work is to take the term "work" out of its common societal context. We should limit the word "work" to paid employment and call unpaid work something else, such as "quality of life."

B. "Work" should include both paid and unpaid activities

1. Lurline: Unpaid work calls to mind volunteer work such as youth volunteer programs. Another example of unpaid work is the adult who is physically unable to do paid work but does community work such as teaching knitting or volunteer hospital work. Unpaid work can be defined and sold as something useful, productive and self-satisfying.

2. Marv: The concept of unpaid work is inherent in the conceptual definitions of work we agreed to.

3. Jack: Let the word "work" stand for whatever it calls to mind for the people who use it, and let it evolve as such. Career education is aimed at the general public, not just the academic community. Those groups who are more concerned with paid work are different from those groups who are mainly concerned with unpaid work. Why not deal with both groups in terms of their unique definitions of the word "work"?

4. John R.: In terms of a lifelong continuum, youth and young adults are more concerned with paid work. Later on in life, the unpaid dimension may begin to be more important to the individual. We need to spell out with greater precision what we mean by unpaid work.

5. Liz: Work is a matter of mastery and personal involvement. I don't like the idea of limiting work to monetary gains because it's not a definitive characteristic. I see a distinction between work and labor in that labor, to me, connotates paid employment as one wouldn't choose to do labor without being paid. As we look at the gamut of work values, there is no reason to elevate "economic values" to a position of paramount importance.

a. Jack: Academicians see work in a broad perspective. The rest of the community see it as paid employment. The money derived from paid employment is a means of making it possible for the person to hold other work values. Thus, in this sense, it deserves to be elevated to a special position of importance.

6. Jane: I take the scientist's view, and, to me, work is anything that requires energy. Thus it has an even broader scope than either paid or unpaid. It implies "gainful," "useful."

7. John R.: If we restrict our meaning to "paid work," how is career education different from vocational education?

8. Don: If we limit work to paid employment, we will have to justify career education by applying the criterion of specific job placement. This would ignore our efforts to supply persons with adaptability skills and to assist persons to use their vocational skills, at times, in useful, unpaid work pursued as part of productive use of leisure time. Surely, these criteria, too, must be included when one evaluates career education.

9. Lurline: Career education is a continuing process for adults. It's lifelong so it would have to encompass both paid and unpaid work.

10. John H.: Both paid and unpaid work belong in the career education concept. To eliminate the concept of unpaid work would be racist, sexist and elitist and would exclude young persons and older citizens from participating in it. Once you have acquired knowledge, you use it in both paid and unpaid work.

11. John H.: Both organized labor and management do understand and support the inclusion of unpaid as well as paid activities in the definition of "work."

12. Jack: Work is defined legally, with a whole set of behaviors and values revolving around it. How do you define unpaid work?

    a. Lurline and Don: As work (the way we defined it) that isn't paid; as volunteer work.

Issue: Identifying and utilizing community education resources for adults in career education: Coordination? Cooperation? Collaboration?

A. Introductory remarks: Identifying the need

1. Jack: Increasingly, labor contracts are providing for more union members to continue their education while on the job. Some contracts call for from $350 to $1000 per year per employee. Yet less than 0.5 percent of the funds available for this purpose are being used. Sometimes this is due to restrictions in the negotiated contract, such as requiring training to be directly job related. However, a more generic problem is that many workers are not aware of the full scope of available educational opportunities in their communities.

   Career education could be a vehicle for bringing together education and the business/labor/industry community for the purposes of compiling a Community Educational Resource

Catalogue. The catalogue would include the training opportunities of the public school, higher education institutions and those offered by business/labor/industry.

There is also a need for more than a catalogue. Business, labor and education can work cooperatively to discuss educational opportunities and to combine institutions and facilities in work-related activities. This could result in the establishment of an Educational Resource Center that, under a central administrative organization, would provide special support services, such as counseling, as well as organizing and distributing the catalogue. For an adult who doesn't know how to manipulate the system, such a center would be very important.

2. Liz: We're involved in something like this now. When you tie together institutions to serve the students, there's an initial lack of trust. Some educational resources in the community (or State) do not really believe any students will be referred to them. However, over a period of eight months, we've established a lot of trust and cooperation.

3. John R.: A few years ago, our Career Education Advisory Council for the College of Business identified real estate and insurance as two areas of business being neglected. Through money raised by industry, professional chairs were established in each of these areas, and enough money was raised to support classes for three years. These courses drew adults to the campus who were never before reached by the university.

4. Liz: We're running a series of workshops on management skills. If we serve the employers, maybe this will pave the way for serving employees.

B. A Community Career Education Action Center - encompassing more than education (It would include a simulation lab, resource file and experience programs.)

1. Liz: Our center (Adult Life Resource Center) is something like this. It includes a telephone referral service and lunch programs for businessmen. It is open at night and serves all people in the State, although the primary focus is on adults. Services are publicized through public service announcements on radio and television.

2. John H.: In the Greater Buffalo area, three efforts are currently underway: 1) Project Impact (University of Buffalo) collects educational resource materials, 2) Libraries collect and compile career education materials and 3) local chapters of the National Association for Industry-Education Involvement are getting involved. Everyone is doing a little bit, but there's a need for a central agency to pull it all together.

3. Jane: We've found that people are not getting specific information, and it is often outdated and inaccurate.

4. Could a single Community Career Education Action Center serve all age populations?

   a. Marv: Yes. We've developed a career resource directory and a career resource library. It would be realistic to just expand on these.

   b. Jack: Yes, as long as the community is the core. Then you would have a chance for permanency. It would also be a good resource for counselors as they usually don't understand the world of work.

      1. John H.: It would be useful to have an independent center that is not tied to one group.

   c. Lurline: The Center would also be a great resource for the K-12 classroom teacher.

   d. Jack: It would be better to establish the Center for adults because K-12 would fit in. If you set it up for K-12, adults will have a hard time fitting in.

   e. Dennis: If you take separate routes, you're in conflict with the whole career education concept as a lifelong process from birth to death.

   f. Jack: Career education can be a catalyst for starting such a center, but it ought to encompass all education. The K-12 institutions can be involved (e.g., taking children to factories, using K-12 staff to provide services to adult, etc.). However, it is important to start with adults because they have unique needs requiring particular assistance.

   g. John R.: I'd prefer to look at the full spectrum. This doesn't mean that there can't be an emphasis on one or the other, but I wouldn't want to build any fences around my activities.

5. How could such a Center be established and institutionalized?

   a. John R.: It could be done by providing small grants to those institutions which are really committed to doing something. This would bring about a permanent change if the institution could afford to pick up the tab after the grant runs out.

   b. Jack: If you begin the Center with a K-12 orientation, you have to recognize the problems of recruiting adults in the community: 1) status problems would make it difficult to attract adults later, 2) different educational approaches are necessary in working with adults, 3) the necessity for year round operation must be recognized from the beginning and 4) the K-12 orientation may have a requirement for certified education personnel, which would be bad. If the Center

is adult oriented, you need to work from the beginning with the local political groups (trade unions, Chamber of Commerce, etc.) in order for it to be permanent.

c. Lurline: I don't think the Center should fall under the umbrella of K-12 Boards of Education. You have to consider the young drop-outs who won't return to the school whom the Center could provide with guidance.

d. John R.: Maybe the Center could be set up on a competitive basis.

1. Jack: An initial grant requirement could be that all relevant community groups be represented, including organized labor.

e. Where should the focus of the Center be?

1. The importance of the focus would depend on the community. Agree-5.

2. The focus of the Center should be adult oriented. Agree-5.

3. The Center should be built on existing K-12 efforts.

Issue: Getting started in adult career education

A. Introductory remarks

1. John R.: The best way to get started is to have a real problem to solve.

2. Lurline: We've started by training career education specialists. We're in the process of putting adult education under the umbrella of career education.

3. Jack: If an adult educator comes to me with a specific problem, I could put together a program. You don't begin by setting up a new career education program, rather you coordinate it with existing programs.

B. What deficiencies exist in adult education that would motivate adult educators to initiate a career education effort?

1. Jane: We need to compare current career options with existing education programs. Where discrepencies exist, a need to develop a career education effort is present.

a. John R.: You have to be careful about not having programs that aren't career-oriented (e.g., foreign languages) eliminated.

2. Marv: Most adult education is in a traditionally oriented delivery system, (i.e., you take a course, get credits, etc.). Adult education doesn't, typically, concentrate on such things as work experience, counseling, career information, use of the community, etc.

a. Jack: While traditional adult/continuing education has been on a course/credit arrangement, this is not totally true of adult education today. Today, adult education has several delivery systems, one of which is based on adult interest, another on community needs and another is tied to the institution (professional education for upgrading skills/knowledge). Adult education is not heavily involved in the work aspect except in adult vocational education or in programs tied to a particular employer organization (e.g., a course taught for General Motors).

3. Jane: I get involved in career education because I want my client's career development needs met.

C. How to apply the career education concept

1. Lurline: In Minnesota, we have Adult Basic Education, Adult/Continuing Education, Adult Vocational Education and Adult Community Education, but we don't have Adult Career Education. Rather than add another program, we'd prefer to infuse the career education concept into the existing programs.

2. Jack: The adult educators should be the career educators. The adult educator has the freedom to work across the university line, both inside and outside of the community.

3. John H.: The best way to apply the career education concept to adult education would be to create the Community Career Education Action Center.

4. Jack: There are two possible models: 1) most schools already have an Office of Continuing Education-Academic Education. We could add to this an Office of Continuing Education-Career Education, or 2) we could create an "Office of Career Education" to work with adult education.

a. Don: It would be alright to establish a University Office of Career Education if it is viewed as a mechanism for strengthening such existing offices as the "Office of Career Development," "Office of Experiential Learning," "Office of Inter-Disciplinary Studies," "Office of Minority Affairs" or "Office For Women's Rights," but if the new "Office of Career Education" were added to such existing offices, it would not be a wise thing to do.

b. Dennis: At Great Falls, the effort is to have the various departments (co-op, placement, etc.) under one office, so as to simplify things for the consumer.

c. John R.: If you put career education in the continuing education office, it may be difficult to get anything implemented. The typical continuing education coordinator on a typical campus is not aware of the career development needs of the population with which he works. An Office of Career Education/Career

Development would make more sense on most campuses than an Office of Career Education/Adult Education.

d. Don: The career education person ought to be able to coordinate with the education department in order to train career education teachers.

5. Jack: The best way to get started may be to work with the coalition of Adult Education Organizations, 810 18th St., N.W., Washington, D.C. 20006, (202-347-9574) which could receive a career education grant from OE's Office of Career Education. The Coalition could then, by working with it's "affiliate associations" who, in turn, would work with their individual/institutional members, provide information and receive information concerning career education needs, problems, practices, etc. for nationwide dissemination and discussion. Current member "affiliate associations" include:

   a. Adult Education Association of the USA
   b. Adult Student Personnel Association
   c. American Association of Community and Junior Colleges
   d. American Library Association
   e. American Society for Training and Development, Inc.
   f. Association for Continuing Higher Education
   g. Institute of Lifetime Learning of AARP
   h. Library of Continuing Education at Syracuse
   i. National Association of Black Adult Educators
   j. National Association for Public Continuing and Adult Education
   k. National Community Education Association
   l. National Council of Churches
   m. National Council of Community Services and Continuing Education
   n. National Education Association
   o. National Home Study Council
   p. National University Extension Association
   q. United States Association of Evening Students
   r. University and College Labor Education Association

postsecondary vocational-technical institutions

POSTSECONDARY VOCATIONAL TECHNICAL INSTITUTIONS

November 3-4, 1976

Participants

Ms. Denis Cummings
Public Information Director
Albuquerque Technical-Vocational Institute
525 Buena Vista, S.E.
Albuquerque, New Mexico 87106
(505) 843-7250

Mr. J. Warren Davies, President
Lincoln Technical Institute
10 Rooney Circle
West Orange, New Jersey 07052
(201) 736-9340

Mr. Richard Hauck
Director of Counseling Services
Career Development Institute
North Dakota State School of Science
Wahpeton, North Dakota 58075
(701) 671-3327

Mr. Homer Hefner, Coordinator
Student Personnel Services
Pickens Area Vocational-Technical School
Jasper, Georgia 30143
(404) 692-2461

Mr. Oscar Hinojosa
Manager of Instructional Services
Texas State Technical Institute
Rio Grande Campus
P.O. Box 2628
Harlingen, Texas 78550
(512) 425-4922

Mr. Joe E. Lee, President
Parks School of Business, Inc.
1370 Pennsylvania Street
Denver, Colorado 80203
(303) 832-9696

Mr. Gerald Mellot
Vice President
Strayer College
601 13th Street, N.W.
Washington, D.C. 20005
(202) 783-5180

Mr. Wayne Miller, Director
Oklahoma State Tech
4th and Mission Road
Okmulgee, Oklahoma 74447
(918) 756-6211

Mr. Jay L. Nelson, President
Utah Technical College at Salt Lake
4600 South Redwood Road
Salt Lake City, Utah 84107
(801) 299-3411

Mr. M. Gary Talley, President
The Brown-Mackie College
126 South Santa Fe
Salina, Kansas 67401
(913) 825-5422

Mr. Robert Weimont
Assistant Dean of Instruction
Southern Maine Vocational-Technical Institute
Fort Road
South Portland, Maine 04106
(207) 799-7303

Dr. Gil G. Woolard
County Director
Kershaw County Vocational Center
Route 2
Camden, South Carolina 29020
(803) 432-9081

Issues Raised by Participants

1. Should there be a career education specialist in the postsecondary vocational-technical institutions?
2. What should a career education effort in a postsecondary vocational-technical institution look like?
3. Responsibility of vocational-technical instituions in helping to break down resistance of academic teachers to education/work relationships.
4. Relationship of general education to vocational-technical education at the postsecondary level.
5. Responsibility of postsecondary vocational-technical institutions for career planning as part of the institution's career education effort.
6. How should postsecondary vocational-technical institutions collaborate with the business/labor/industry community as part of the institution's career education effort?
7. To what extent is the career education concept accepted in postsecondary vocational-technical institutions?
8. How can career education enlighten the public with reference to variations in breadth and depth of vocational-technical offerings in secondary and postsecondary institutions? What involvement should vocational-technical schools have in this effort?
9. Articulation of secondary with postsecondary vocational-technical education: Implications for career education.
10. Measurement of educational competency in postsecondary vocational-technical education: Implications for career education, including employability versus employment.
11. Accountability for career education versus postseconcary vocational-technical education versus academic education.
12. Responsibility of postsecondary vocational-technical education in helping bring a positive emphasis to the concept of "work" in American society.
13. Should the emphasis in career education be on "work" or on "life"?
14. What should be the role, today, of four year colleges and universities in postsecondary vocational-technical education?
15. Responsibilities of postsecondary vocational-technical institutions as an influence on course offerings in community colleges, including concepts of cross-training and contract training.
16. Dangers of proliferation of vocational-technical programs under the guise of meeting "student needs" which, as a result of proliferation, may not be met.

17. Teacher preparation in vocational education: Implications for postsecondary vocational-technical and career education.

18. How does the career education concept change the vocational-technical mission, if at all?

19. Influence of increasing insistance of teaching staff (who are union members) in determining curriculum on the quality of offerings in postsecondary vocational-technical education, including reactions of craft advisory committees.

Discussion of Issues

Issue: Relationship of general education to vocational-technical education in postsecondary education

A. Introductory remarks

1. Jay: At Utah State College, there's a great deal of discussion over whether vocational-technical schools should offer general education courses. Twenty-eight years ago, we started with programs such as auto mechanics, a six hour day with five hours in the shop. A "second step" emerged when "related" courses (e.g., math, communications, safety, etc.) were added, to be taught by shop instructors. A "third step" involved hiring special instructors to teach the "related" courses. Now, if an auto mechanics student wants an Associate Degree, he not only has to take vocational skill courses and "related" courses but also electives (such as Psychology and Economics). The State Legislature has said: a) 75 percent of our courses will be "vocational" and 25 percent "general education," but b) the programs we offer ought to be transferable to other postsecondary education institutions. The State Advisory Council for Vocational Education (SACVE) asked 300 industries "What kind of general education do you want a vocational-technical graduate to have?" The answer, overwhelmingly, was that "related" training should clearly supplement the vocational skill training and should not include courses not clearly related. The result has been an attempt to do away with general education course offerings not clearly related.

B. Reactions

1. Wayne: In Oklahoma, the only reason academic teachers are on our campus is to support the specific technical training the student receives. Our "shop math," for example, is different for Auto Mechanics students than for Drycleaning students.

2. Homer: The student should get what he/she wants. If more breadth in general education is desired by the student, it should be made available, even if this has to be done under contract with another institution.

3. Jay: At least 25 percent of our students have had some college studies before enrolling. They're at Utah for skill training. A course in "shop math" would not challenge them. We offer higher level math courses which they can elect. The objection comes not when we offer higher level math courses, but rather when courses such as "Music" are offered.

4. Warren: We assume that, if the student is a high school graduate, he can handle our program. (Remedial instruction is available for those who can't.) We combine theory with "hands on" instruction in vocational skill training but see no need for plain general education.

5. Wayne: Our general education department is something extra. The courses are still applied courses but go a step beyond the student's first job to prepare for career success. Our general education courses broaden the student's horizon and prepare him for supervisory roles, such as the job of "shop foreman."

6. Rich: If our students can pass out of "related" course requirements (like basic math) they are eligible to take additional subjects unrelated to their specific area of vocational skill training (e.g., an auto mechanics student may take a course in computer programming for career exploration purposes).

7. Gil: Sometimes, certain unrelated general education courses can be justified as means of "turning kids on" to learning so they will be sufficiently motivated to take the hard courses in vocational skill training (e.g., a course in Judo, etc.).

8. Denis: In New Mexico, legislation requires that all full-time programs be strictly vocational, and all extras must be vocationally related. At night, a skill improvement program is offered for self advancement, but it is limited to people on the job. In order for us to do general education, we'd have to do it in conjunction with another education institution. Since this might be the only post-secondary education that some students get, if various kinds of humanities courses could be added to the vocational skill courses, it might motivate students and increase the status of the postsecondary vocational-technical institution.

9. Gil: Is there anything wrong in using a vocational lab as a facility for community interest as a form of career exploration when not in use for skill training purposes?

C. Would it not be appropriate to institute a series of courses (such as Judo, Powder-Puff Mechanics, etc.) in postsecondary vocational-technical institutions as aids in helping students in the career exploration process?

1. Warren: We don't need such courses in order to appeal to our students.

2. Rich: We do have vocational-technical students in things like the drama club. If all we had were vocational-technical courses, it would be too bad.

3. Jay: We're a specialized institution. We can't be all things to all people. We shouldn't offer things like music and art. We should maintain our speciality and teach students what they need to know to get a job.

4. Denis: In New Mexico, we have the Technical-Vocational Institute and the University of New Mexico. If these institutions were more cooperative and did more to accommodate the students, there wouldn't be a need for a community college.

5. Gary: The key is to first ask employers "What skills do our students need?" and then ask students "What courses do you want?" The curriculum should reflect the combination of answers given to these two questions, with the primary emphasis on the first rather than the second.

D. *Consensus*

1. *Postsecondary vocational-technical institutions should require those general education courses related to the occupational skill training students take. VOTE: Yes-9; No-3.*

2. *Postsecondary vocational-technical institutions should offer those general education courses related to the occupational skill training students take. VOTE: Yes-12; No-0.*

3. *Postsecondary vocational-technical institutions should provide educational experiences that are of sufficient breadth, depth and quality of manual and mental skills, and with the basic and applied knowledge necessary to assure successful and satisfying employment, with opportunity for career advancement. VOTE: Yes-12; No-0.*

Issue: Articulating secondary and postsecondary vocational-technical educational offerings

A. Introductory remarks

1. Wayne: There is a "high school" level and a "postsecondary" level in vocational-technical programs. Too many people clearly don't make this distinction. High school programs stress that theirs is all there is, and students end up with entry level skills. Parents and politicians need to be apprised of the differences.

B. Discussion

1. Oscar: What are the objectives of high school vocational programs as opposed to postsecondary programs? By law, the secondary vocational-technical programs must provide entry level job skills. What's the difference between this and what is done at the postsecondary vocational-technical institution?

   a. Jay: The breadth and depth of training is greater in postsecondary institutions.

   b. Gerry: Differences should be apparent in the curriculum and the better teaching at the postsecondary level.

   c. Warren: Graduates of high school programs can enter jobs but typically only at a level requiring supervision. Postsecondary vocational-technical graduates can often go right out on the line without any direct supervision. They're more self-sufficient.

   d. Jay: Postsecondary graduates have both maturity and more experience. Simply being two years older does make a difference all by itself.

2. Gil: We're hung up over artificial grade levels which doesn't help us to serve students. The primary purpose of vocational-technical education, at any level, is to prepare people for work. It doesn't matter whether that preparation comes at the 10th, 12th, 14th or 16th grade level. *The prime concern should be quality of performance and not the grade level at which that quality of performance is acquired. VOTE: Yes-4; No-6; Abstain-2.*

   a. We find some "mature" students at age 14 and some "immature" at age 25.

   b. If we assign levels by compentency rather than by grade structure, the "levels" concept makes sense and is defensible.

      1. Wayne: Competency tests are not commonly available for all areas.

3. Jay: In some States, what are now called "high school vocational education" programs were formerly "high school industrial arts" programs. It sometimes is difficult to know what specific vocational skill training is being provided.

4. Gil: In South Carolina, there are 53 "area vocational centers," 17 postsecondary "technical education" centers/colleges and 202 high school "vocational education" programs. The high school "vocational education" programs are, by and large, pre-vocational agriculture, home economics and business education with those high school students desiring specific vocational skill training going

to one of the 53 "area vocational centers." Forty percent of our graduates (from an "area vocational center") last year went on to some form of postsecondary education; 52 percent were placed on the job.

Issue: What should a career education effort at a postsecondary vocational-technical institution look like?

A. Introductory remarks

1. Bob: At Southern Maine Vocational-Technical Institute, we're limited financially, and there's no justification for a full-time career education specialist. By the time a student enters, career exploration has already taken place, and the student has made a firm occupational decision. The training is purposely set up to narrow the student's scope, not to broaden it. How can postsecondary vocational-technical education possibly provide breadth of career exploration without lowering the quality of the instruction provided?

B. Is career exploration over when the student enrolls in a postsecondary vocational-technical school?

1. Wayne: Too many postsecondary institutions assume that career exploration is a function of secondary education and thus is over by the time a student enters a postsecondary school. This is simply not the case.

2. Warren: It boils down to recruiting. This is where the career exploration process comes in for the proprietary school rather than after the student enrolls.

3. Joe: To solve the "show rate" and the "retention rate" problems, a heavy testing and counseling effort is important at the time of the admissions process. It must come at the pre-enrollment level for the proprietary school.

4. Homer: We have an Appalachian Regional Commission grant that includes recruitment, pre-enrollment, a completely individualized instructional program and job placement.

   a. Pre-enrollment. We have a person out in high schools testing and counseling. To this we add a vocational evaluation center on the campus. This system includes both the Singer system and the Valpar system. (NOTE: The Tower system is used by some. All are basically systems developed initially for use with rehabilitation students.) Ten percent of the students need this pre-enrollment career exploration, but 90 percent know what they want when they come.

5. Denis: At the Technical-Vocational Institute, we have a "Prep" program for students whose scores on Math and English are so low they probably won't make it. One part of this program is career exploration. When the students enroll, they must declare a major. In the Prep program

two to three days per week are spent in introductory career training in the students' chosen field, but, in the remaining two days, they can and do explore other fields. As a result of this career exploratory emphasis, only about 20/400 of the students change their majors. The Technical-Vocational Institute also participates in career exploration in career education at the high school level. Our personnel have developed several vocation-technical "mini-courses" which are taught by high school instructors for high school credit at the high school. These vocational enrichment classes are planned by the teachers who teach them, and not by us.

6 Gerry: Strayer College formulated a series of three "career information seminars" for high school students which were held at the college. All speakers were from associations and employers, not from the faculty of Strayer. Topics were limited to the nature of occupations and occupational outlook. As a result, Strayer has had numerous invitations to talk to high school students about careers in business. This has improved the college's image with high schools.

7. Joe: The real problem proprietary schools have is with the high school counselors. They often counsel towards college and ignore those students who don't go to college. They don't recognize career education as a viable alternative.

   a. Rich: Counselors discourage bright students from going into vocational education and track them into colleges instead. A lot of work must be done to convince counselors and parents about postsecondary vocational programs.

   b. Homer: Counselors don't have intensive backgrounds in occupational fields.

8. Jay: At Utah Technical College, Salt Lake, career exploration is encouraged through activities such as "printing week," one full week where the printing industry brings all sorts of equipment on campus, and high school students are invited out to explore careers in printing.

9. Homer: Georgia has a "Hi-Jive" program made up of 500 occupations common in Georgia. This information, placed in the hands of academic teachers in high schools, has been helpful in encouraging them to include career exploration activities, some of which relate to postsecondary vocational-technical in their efforts.

10. Rich: At Wahpeton, many of the 2100 Freshmen entering each Fall haven't been through career exploration. Under a grant, we started a five week summer program for 100 students involving one week of career exploration in each of five major occupational training clusters. The students are split up into groups of 20 and meet with an advisor at least once a week. They get into the programs offered

at the school, work with the machines and learn about the options available to them. Students are given the opportunity for a "hands on" approach to career exploration at a time when the training facilities aren't being used, as the summer program is offered on a limited basis at Wahpeton.

a. Jay: In the summer, our enrollment is 1,000 as opposed to 6,000 in the Fall so we could do something like this if the money was available from one of the Federal offices.

b. Denis: We would have problems with housing.

c. Warren: This couldn't be done in a proprietary school that operates at full scale 12 months a year.

d. Rich: It paid off for us. Of the 100 students involved, 50 to 60 eventually enrolled as students on our campus.

11. Jay: I'd like to have a comprehensive career exploration effort as part of pre-enrollment procedure, but the cost would be very, very high.

12. Denis: Vocational education needs a facelift. The public's perception is that vocational education is dull and unglamorous, and this is not true. We're a media society and that's where people get their message, especially through television and radio. It's important to spread the word on vocational education through the local media. We do this, and the media match our funds (50 percent). The campaigns should be designed with imagination and flair to change the public's perceptions on career education and open up their career options. It could be done in ways that will not downplay the value of college (the true value, that is) while, at the same time, point up alternative kinds of postsecondary educational opportunities. This is how to reach the general public and, more particularly, parents and students.

13. Gil: We try to encourage increased understanding on the part of high school teachers and counselors through an "Introduction to Vocations" course taught for graduate credit by Clemson University. The course is 15 hours on videotape and 30 hours in the shop and presents a picture of what new strides are being taken in vocational education.

a. The "pre-vocational" courses now being taught in high schools are career exploration activities. They could easily include an emphasis on postsecondary vocational-technical education even though many do not currently do so. How feasible would it be to build pre-vocational programs into the National Association of Trade and Technical Schools (NATTS) or the Association of Independent Colleges and Schools (AICS)?

1. Warren: NATTS proprietary schools would not have the time nor the personnel to participate in this kind of high school effort.

2. Joe: I'm not sure whether AICS proprietary schools would find themselves able to be involved in this kind of effort.

14. Gil: Why not have a bonafide career exploration effort in postsecondary vocational-technical institutions?

a. Bob: State legislatures would disapprove. They expect our funds to be used for specific vocational skill training, not for career exploration.

b. Wayne: The high student fees we must charge would discourage many students from enrolling strictly for purposes of career exploration.

c. Gil: We use the first two weeks of each semester as a "turn-around" period for students to explore areas related to their occupational fields as a requirement for graduation. Both secondary and postsecondary students are involved in these exploration activities. This way, at the end of the students' two year stay, they will have explored four other vocational areas. Fifteen to twenty percent of the students change their majors as a result of this "turn-around" experience. This indicates that career exploration is not an inappropriate area of concern at this level.

d. How many think this is not practical? VOTE: Agree-6.

1. Bob: If students find that they want to change programs, they'd have to drop out of school for a semester before they could enroll in a new program the next term.

2. Denis: Our average student age is 25. They don't feel they just have to explore careers. Instead, they want to acquire vocational skills as fast as possible so they can get out and better support themselves and their families.

Issue: Articulation of secondary with postsecondary vocational-technical education

A. Discussion

1. Homer: High school vocational education is now keeping students from enrolling in postsecondary vocational education because they are charged with placing their graduates on jobs.

2. Gary: The key to solving such problems is look at the competency criteria: retention rate, placement rate, cost effectiveness, etc. The facts are on our side.

Issue: Teacher preparation in vocational education

A. Introductory remarks

1. Oscar: There hasn't been enough emphasis placed on the preparation of vocational-technical teachers, particularly those working with postsecondary students. The problem becomes acute when we start talking about such things as open entry-open exit education, individualized instruction, competency based instruction, etc. We sometimes brag about getting our instructors out of industry. Too often, what we get are good craftspersons but ones who aren't knowledgeable about teaching methodology. The universities should respond to this need in conjunction with technical high schools.

B. Discussion

1. Warren: Our new instructors typically sit in with an experienced teacher. That's how they learn. Recently, we have constructed a home study course in teaching methodology (40 hours) which all new instructors are required to take.

2. Gil: We have enough trouble hiring master craftspersons (at our salaries) without asking them to take a year to study educational methods.

3. Wayne: Why do we have to bring the master craftspersons to teach? We now have 30 to 40 teachers who are our graduates. They don't have university credit. We're trying to discourage them from teaching because we're training them for jobs in industry. State Departments of Education need to be apprised of the situation and be made to realize that there are no other good sources of technical teachers.

4. Warren: Retired military personnel often have good educational methodology backgrounds as well as technical skills.

5. Oscar: There is, far too often, little relationship between what our instructors are asked to take in terms of teacher preparation in the college setting and what they need to know to teach, such as how to run a projector or how to make a lesson plan.

   a. Jay: We do our own teacher training for apprenticeship programs in the evenings. They need to know the "mechanics" of what they're teaching, not the methodology.

   b. Oscar: Part of the problems can be solved by workshops. We need funds to bring teacher trainers to the campus.

Issue: The role of the four year colleges and universities in post-secondary vocational-technical education

A. Current tendency of four year institutions to offer vocational-technical instruction

1. Wayne: They haven't done too much because enrollments are still pretty good, but it should become a function. In Oklahoma, there are currently 20 junior colleges, three technical institutes and now five four year colleges and universities approved for offering postsecondary vocational-technical education.

2. Gerry: At Strayer, students are trained at the sub-professional level in the first two years and at the professional level in the last two years. The problem is transferability. Courses taken in vocational-technical schools cannot be transferred to four year institutions.

3. Joe: The key is the need to recognize the need for quality instruction, regardless of the type of institution offering training. If all of us could be assured that quality training was present, we would have gone a long way towards solving the transfer of credit problem from one kind of institution to another. Progress is being made here by proprietary institutions in their relationships with four year colleges and universities, but there is a long way to go.

state colleges & universities-a

STATE COLLEGES AND STATE UNIVERSITIES - A

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Participants

Dr. Donald Casella
Director, Contract Learning Center
Box A-52
Birmingham Southern College
Birmingham, Alabama 35204
(205) 328-5250

Dr. JoAnn Chenault
Human Services Graduate Program
Box 49, School of Education
Southern Illinois University
Edwardsville, Illinois 62025
(618) 692-3946

Dr. Dwight Cline
Assistant Director
Center for Career and Vocational Teacher Education
Western Kentucky University
Bowling Green, Kentucky 42101
(502) 745-3441

Ms. Lee Ingalls
Office of Student Relations and Career Development Services
University of Colorado, Colorado Springs
Colorado Springs, Colorado 80907
(303) 598-3737

Ms. Glenda F. Lentz
Director, Cooperative Education and Placement
University of South Florida
4202 Fowler Avenue, AOC 105
Tampa, Florida 33620
(813) 974-2171

Dr. Bruce McQuigg
Associate Professor of Education
Indiana University
Bloomington, Indiana 47401
(812) 337-2539

Dr. William Mermis
Human Services Graduate Program
Box 49, School of Education
Southern Illinois University
Edwardsville, Illinois 62025
(618) 692-3946

Mr. Norman Milliken
Chairman, AD HOC Committee on Career Education
Montana State University
Bozeman, Montana 59715
(406) 994-4421

Dr. Joseph J. Quaranta, Chairman
Faculty of Special Services
253 Arps Hall
The Ohio State University
1945 North High Street
Columbus, Ohio 43210
(614) 422-6554

Dr. Robert Reardon
Director, Curricular - Career Information Services (CCIS)
109 Bryan Hall
Florida State University
Tallahasse, Florida 32306
(904) 644-2576

Dr. Sheldon Weissman
Chairman, Career Education
California State University, Sacramento
Adm. Room 259
6000 J. Street
Sacramento, California 95819
(916) 454-6416

Observer

Mr. Richard Delmonte
Wakefield Washington Associates, Inc.
1129 20th Street, N.W. Suite 511
Washington, D.C. 20036

Issues Raised by Participants

A. Implementation Issues

1. Infusion as a strategy for implementation of career education in higher education
2. Desirability of separate courses for career education in higher education
3. Strategies for faculty development in higher education: Problems and potentials
4. Exchanges between faculty members and members of the broader community
5. Providing "hands on" career exploration for university students: Paid versus unpaid work
6. Stereotyping as an issue: Educational program/curricular biases
7. Management of career education in higher education: The power and politics of career education programming

B. Evaluation Issues

8. Leadership for career education in higher education: Criteria for selecting trainers of trainers of career education
9. Criteria for evaluation of career education in higher education
10. Process criteria for use in evaluation of career education in higher education

C. Image Issues

11. Appropriateness of existing career education materials for use in higher education
12. Differentiating career education from vocational education in higher education

D. Funding Issues

13. Funding for career education in higher education
14. Relationship between traditional versus non-traditional funding strategies for career education (i.e., categorical versus non-categorical funding)
15. Direction of support from U.S. Office of Education's Office of Career Education for career education in higher education

E. Federal/State/Political Relationships

16. Relationships between university and SEA personnel in career education

17. Relationships between university personnel and broader political forces impinging on career education

18. How can career education best mesh with the new Administration at both the Federal and at the State level?

F. Goal Issues

19. Is career education aimed at helping students fit into the existing society, or is it aimed at helping students change that society?

20. Should career education confront the youth unemployment problem for college graduates?

21. Is career education a reform movement for higher education? If so, what should the reform look like? (Program or system of change?)

G. Future Issues

22. International perspectives in career education: Implications for higher education

23. What is likely to follow career education as a call for reform? How can career education fit into whatever is likely to follow it?

H. Student Needs Issues

24. Changing student motivations: Implications for career education in higher education (Student cycles)

25. Implications of changing student age levels for career education in higher education

26. Increasing student self-financing of higher education: Implications for career education in higher education

Discussion of Issues

I. Goal Issues

Issue: Is career education a reform movement for higher education? If so what should the reform look like? (Program or system of change?)

A. Introductory remarks

1. Shel: Career education can become the stimulus for the reorganization of how people are managed. This includes how people work, how they make decisions on the job and how much time they work. Career education should reform higher education in terms of humanizing the "workplace" of

the student through such things as flex-scheduling so as to make the work of the student more appealing. This would increase the student's productivity. Career education could reform higher education by making it a model for humanizing the workplace in the business/industry society.

B. Discussion

1. Don: The reform is based on the student being seen as the "captain of his own ship". The focus will be on the student's decision-making processes. Career education in higher education will emphasize a learner centeredness, not a teacher centeredness.

2. Joe: Career education can be a reform movement, but it's been my experience that the people who are involved in career education in higher education aren't in a position to bring about the reform.

3. Glenda: The issue is getting the students who have been off campus back on campus. This calls for a major reform of the entire faculty.

   a. Shel: We're working on a satellite program with the University of San Francisco to give students credit for their previous experience in the community. This credit will apply toward their degree.

4. Bob: Keep in mind the pluralistic nature of higher education. Some institutions can't accommodate the human services needs of their students. Graduate education and basic research will be more important to many faculty members than student development. In fact, a "student development" approach would turn many faculty members off.

5. Shel: If it becomes part of the process to do career education as a reform, it will be more acceptable. For me, it's not enough to say that the reform is "education as a preparation for work".

6. Don: If reform is to come about, the reform being sought must be high on the university's priority list of goals. No one would say "education as preparation for work" is not important. The question becomes "how important is it?"

7. JoAnn: "Reform" may mean setting up opportunities to do something - setting up a system for a change instead of specific sets of changes to be accomplished.

   a. Bill: It may be dangerous to get very specific on the nature of reform being sought because the pluralism exists, and it may lead to arguments about priorities. If "reform" is instead used as a process or mechanism, it allows everyone to get into the act.

   b. Don: To predefine how career education should fit the student is to program it. If the goal is returning choice to students, you have room for pluralities.

8. Norm: We must first ask "Is there a need to reform higher education to include education as a preparation for work?" If we answer "yes" to that question, then the next question becomes "Is career education a viable vehicle for accomplishing this?"

   a. Bill: To what degree is career education the means for reforming higher education and to what degree is it an end? The answer to one of these may preclude the answer to the other, unless it's a collaborative effort.

   b. It is important for higher education to become the model for the work world.

   c. Education and business/labor/industry need to work cooperatively on career education.

      1. Joe: If you build reform in, then you must develop mechanisms or strategies of change.

9. Shel: If the students become more ego-involved on campus, they can become more involved in their work.

   a. Norm: If the reform becomes making the student "the captain of his own ship", what is to happen to the student when he gets out in the real world and then discovers that he is not the "captain of his own ship"?

   b. Don: Higher education needs to move toward the focus of the student as the key decision-maker. The course/sequence/major structure of higher education should stand, but students should be able to individualize their particular paths of learning, which, in time, will affect the structure in significant ways.

   c. JoAnn: Maybe the faculty should be given the same degree of alternative options Don is proposing for the students.

10. Bob: We have to get the higher education institutions to really identify their institutional goals.

   a. Lee: I've found resistance to talk about goals with the faculty, but none from the community.

   b. Bill: The push for reform threatens faculty security.

   c. Joe: Regular university faculty members know very little about the teaching/learning process and almost nothing about the career development process, so there's a need to focus on faculty development. At The Ohio State University, there's currently a task force on learning and the career development of the faculty member as an educator.

11. JoAnn: Is career education a stimulus for reform, or does the reform have to occur before you can initiate career education on the university campus?

a. Shel: It's a little of both, but career education can potentiate reform through its leadership.

b. Don: I never call myself a career education person. My goal is returning decision-making to the students. The means of accomplishing this goal is less important, and I'll support any movement (faculty development, credit for experience, career education, etc.) that will lead to its outcome.

12. Bill: The nature of the relationships between teachers and students and the nature of the transaction (i.e., who learns, who teaches) are both changing in terms of the added dimension of accountability.

a. Don: Traditionally, the approach has been on the accountability of teaching. I'm for stronger accountability, not so much in terms of what is taught as what is learned.

13. Bruce: The fastest way to alienate people is to indicate that career education will save the problems of the world.

a. JoAnn: I don't think career education ought to say that it will change higher education, but that it might improve higher education.

C. *Consensus*

a. *"Return the student to being the 'captain of his ship' is the goal - whether the vehicle for doing so is called "career education" or something else is beside the point. VOTE: Yes-2; No-9.*

b. *"Bringing a proper emphasis to education as preparation for work" is the goal - the "captain of his own ship" is a process for doing so. VOTE: Yes-8; No-3.*

c. *"Humanizing the work of the student" is the goal, and career education is a vehicle for doing so. VOTE: Yes-5; No-6.*

Issue: Should career education confront the youth unemployment problem for college graduates?

A. Introductory remarks

1. Don: If the major goal statement of the university is education as a preparation for work, then we must confront the unemployment issue. The university must face it in terms of its policy statements. Otherwise, we aren't being real in our efforts.

2. Bruce: We don't need, and increasingly will not need, all persons to work in the world of paid employment. The term "unemployment" is a misnomer. This must be recognized in goal statements.

a. Shel: There's a discord between the business/industry community and the education system. Education is overproducing and overtraining its graduates when there aren't enough professional jobs available.

B. Discussion

1. Joe: Career education has to deal with the problems of minorities, urban education and over-education.

2. Bill: Higher education is going to have to consider and deal with the classical problem of the so-called "over-educated worker" - it cannot be ignored by higher education much longer.

3. JoAnn: Career education needs to be concerned with solving the problems of unemployment for those leaving higher education in collaboration with the business/labor/industry community.

4. Shel: Students need to learn adaptability skills so that they can deal with the labor market, rather than getting into a curriculum because of the labor market.

5. Bruce: The problem is that we are teaching about enjoying work, when in fact academicians have worked hard for their degrees so as to get out of the work world.

6. Dick: Career education has to address the problem of "meaningfulness" in jobs.

7. Don: Unemployment directly confronts our students, in contrast to K-12 schools, so we must recognize employment as a goal now and take on some responsibility rather than shut the door on the student after four years.

   a. Bob: Part of our responsibility is to help them be aware of unemployment.

8. Shel: We need to teach our students how they can convert their education into work.

9. Bill: In ten years we can't assume that employment and unemployment will mean the same thing they do now.

10. Shel: In dealing with unemployment, it is important to remember that career education is proactive, not reactive.

    a. Lee: We need to give information to students.

    b. Shel: We need to teach students how to create their own jobs.

C. *Consensus: Because students in higher education are typically leaving for the world of paid employment (rather than for simply more education as is true for many elementary and secondary school students) problems of employment/unemployment must be a concern for career education in higher education. VOTE: Yes-11; No-0.*

II. Federal/State/Political Relationship Issues

Issue: Relationships between university personnel and broader political forces impinging on career education

A. Introductory remarks: A model

1. Bill: Career education could fall in the "categorical" trap and be doomed. I propose a model which will describe both short and long-term relationships. There are five ingredients of people/personnel systems change to be considered:

   a. Sanction issues - it's necessary to have multiple sanctions both within the university and within the broader community.

   b. Power base issues - we need a strategy for developing a means of formalizing the constituencies for career education.

   c. Cross system considerations must be included. Career education must move beyond relationships between education and the business/labor/industry/professional community and be extended to such domains as welfare, mental health, the Department of Labor, etc.

   d. The nature of change itself is an element, specifically with respect to personnel "change agents" and "stay agents". Both are needed for career education to succeed.

   e. "What's in it for me?" issues need to be identified for each of the multiple constituencies involved.

B. Power base for career education

1. Bill: It's relatively more important if I can find someone from a different segment of society to agree with me on career education than it is to find another faculty member similar to myself in agreement. We must do more than just talk with each other.

2. Shel: We need to build a power base between the universities and the business/labor/industry community that will demand change from Federal agencies. The question is, how do we get the local bases to be effective?

3. Bill: The base of success in career education is in the network of career education people all around the country. Intervention ought to be in areas where career education hasn't been heard of, such as mental health agencies and Title II of the Social Security Act.

   a. Shel: Maybe the university can help by providing career education graduate students to mental health for training, and vice-versa.

   b. Joe: We have to get key positions for any of this to happen.

C. Constituencies for career education

1. Bill: One example of broadening the base is that the closing down of mental health hospitals creates a tremendous problem for the staff. This provides a built-in constituency for career education. These people can be approached at the State level.

2. Joe: The universities are asking us to find new constituencies with whom the university should be working, and almost no one is answering this plea. Career education could and should be a natural vehicle for accomplishing this.

3. Norm: Communities are now asking universities to send them "career education specialists". If we don't teach courses in career education, how can we respond to this plea?

4. Joe: Career education leadership is being provided by many university faculty members, but, typically, they don't get this considered as part of their normal work load. They aren't paid to do it nor given credit for doing it.

5. Don: Universities have plenty of relationships right now with the world of work through all kinds of special "add on" programs. That is not the problem. Rather, the problem is that the university classroom doesn't have relationships with the world of work at the present time. It's the university classroom that needs our attention.

6. Joe: The nature of the university will prevent it from implementing career education in the same way as at the K-12 level.

III. Implementation Issues

Issue: Differences between career education at the K-12 level and career education at the university level.

A. Introductory remarks

1. Don: In the university, faculty members are charged with research, service and teaching functions whereas at the K-12 level, only the teaching function is involved. While K-12 teachers are rewarded for course development activities (such as revision to fit a career education mode), university faculty members are not encouraged in this way. As a matter of fact, in many ways, university faculty members are discouraged from engaging in course development activities.

   a. In some ways, the "research" and "service" functions of the university faculty member could be seen as opportunities for, not as obstacles to, career education, but they are not typically viewed in this way.

B. Advantages of university setting for career education

1. Opportunities for Teaching Assistants (T.A.s). When one faculty member is in charge of and trains a large number of T.A.s, career education can be infused into a large number of classrooms. By using T.A.s, you only have to reach four to five key faculty members to get career education going.

   a. Joe: In my College of Education, there are four faculty members who control large numbers of T.A.s. For example, one faculty member has Psychology 100 with 30 to 40 T.A.s. These T.A.s could be trained to infuse the basic concepts of career development into Psychology 100 (required of undergraduates in teacher education). Another faculty member is responsible for the Secondary Methods course. He could influence his eight T.A.s to infuse a career education approach into all secondary method courses. They would learn about the teaching/learning process.

2. The university campus has broader opportunities for career education.

   a. Norm: I can use my students to develop career materials. Moreover, on my campus, which is smaller than most, teaching is rewarded.

3. The structure of the university is set up in such a way as to allow students to interface with the community. College students are more free to move into the community for work and career exploration experiences. For example, there are many parts of the day when they have no courses, unlike the typical high school where the student is bound by four walls.

4. College students aren't hampered by child labor laws in seeking work opportunities in the community.

5. Employers perceive college students as potentially more productive part-time employees than high school students.

6. College students have a greater awareness of and place a greater value on "education as preparation for work" as an important reason for going to school.

7. College students are typically at a higher level of vocational maturity than are K-12 students and are more ready to make career decisions.

8. There's greater academic freedom in the University. The faculty member can apply career education concepts to selective groups of students (without involving the entire university) whenever he/she chooses.

9. At a university, career education is more sophisticated than at the K-12 level.

a. Shel: One area of sophistication is the motivation within the instructional process in the classroom based on faculty needs. Some faculty members are more interested in finding ways to motivate students (to attract them to their classes) than are high school teachers who find students assigned to them.

10. Most universities recognize the importance of the placement function and provide staff for it while many high schools do not (theoretically, at least).

a. Don: The presence of career placement can be a disadvantage at the same time, as the faculty may wash their hands of the whole matter.

b. Bruce: Our placement staff is totally divorced from the career development personnel.

c. Shel: There's a movement on our campus to decentralize placement and put it in the departments.

d. Don: To have any potential for effectiveness in career education, counseling and placement needs to be under the department of Academic Affairs.

11. Coordination is the key for career education because of the organizational structure of the university whereas at the K-12 level, the teacher is the only coordinating factor.

12. Because there is a wider age range among university students, the older students can and do serve as career education models for younger students. As they represent a greater cross section of the society, they can serve as career education resources.

13. Occupational decisions to be made by university students are clearer and more easily identifiable by level than the generic kinds of occupational decisions made by most high school students.

14. Most universities have a continuing education dimension which could be a valuable vehicle for career education. This increases the variety of delivery systems potentially available to university students (although it has not been generally utilized as yet).

15. At the university level, it's possible to create a curriculum on career education whereas at the K-12 level, the curriculum is dictated to teachers.

C. Disadvantages (needs) facing career education at the university level

1. There's a separateness of the academic faculty from the student services staff, and there's no good way to work together. If career education is directed by the Vice President for Student Affairs, it's difficult to get the academic faculty involved. If career education is under the control of the Vice President for Academic Affairs, it's

difficult to work with the student services staff. The need for cooperation between continuing education, experiential education, academic education, etc. requires new roles.

a. Bill: There's no such thing as cooperation between schools, departments, etc. There has to be a collaborative agreement between the parties involved.

2. The system of higher education doesn't reward faculty for doing career education or little else designed strictly to benefit the student.

a. Don: We're trying to break down the reward structure by breaking down a class into units of service. Faculty can get rewards for assisting co-op students by receiving units.

b. Credentialing in teacher education is an issue. Teacher educators may require recertification for doing career education.

3. "Academic freedom means that no faculty member can be forced to participate.

a. Bill: Once teachers are at the top of the pay scale, they can't be dictated to in terms of what they teach.

4. There is resistance to granting academic credit for experiential learning.

5. The separateness of the various academic disciplines leads to excessive specialization which, in turn, encourages a variety of "jargons" that combine to make it difficult for faculty members to communicate with each other (let alone with student services staff members).

6. The separateness of student services (e.g., admissions, placement, financial aid, counseling, etc.) keeps these services from working together. "Career counseling" is typically housed in the Counseling Center, not the placement office and so is often far removed from the "real world."

7. Bob: Summary: Most of the advantages of career education in a university setting lie with the students while the disadvantages all rest with the structure of the university.

D. Further discussion

1. Don: In our University of Alabama experiment, the career education project fell under the direction of the Vice President for Academic Affairs rather than under the Vice President for Student Affairs. This was its biggest advantage. The prime difficulty was the trouble experienced in finding ways academic staff and placement staff could work together.

2. Bob: Our program has been successful because it goes directly to the students and largely by-passes the faculty except for the really committed ones. For example, if you ask faculty members to make videotapes on the career implications of their major fields, they may resist. On the other hand, if you say it is being done and some students want to come interview them and tape the interview, they tend not to object.

3. Students can be a powerful force. If we work with them in identifying their career development needs, they may well put sufficient pressure on faculty members so as to encourage a career education emphasis in the classroom.

Issue: Infusion versus separate courses as a strategy of implementing career education in higher education

A. Introductory remarks

1. Bob: At Florida State, we have done both infusion and a separate course. We offer an elective course in career development which includes the same instructional materials that are available from our career resource center. In addition, some instructors have infused some of these same materials into their courses, such as nursing or home economics.

2. Bill: The debate between "infusion versus separate course" is the same basic issue as "categorical versus block grants." The biggest mistake we could make would be to arbitrarily choose one over the other and declare that "this is it." We should use an octopus model using a variety of methods to meet the constituent demands as well as create demands.

3. Bruce: I need to know which is more efficient and effective.

B. Advantages and disadvantages of infusion and of separate courses

1. Don: I wouldn't fall into the "either/or" trap. We've offered separate courses in career exploration and career development. At the same time, 52 departments across the campus were asked to put a career education emphasis into their courses.

2. Bruce: Administrators will ask which is most effective.

3. Norm: In the past, I've always heard that infusion is the best strategy, but there is a need for some career education courses even if we view it as a first step and as a stop gap measure. Separate courses can be a vehicle for encouraging infusion if faculty members take the course.

4. Dick: In New England, many liberal arts colleges are teaching career planning courses. They are popular with students provided that academic credit is given. The

placement staff, who typically teach such courses, would be glad to back off if the academic faculty would infuse career education. The trouble arises, of course, when the placement staff personnel aren't authorized to teach courses for academic credit, and this may often happen.

5. Joe: Our counselor education department lists courses in career planning. Such courses are typically taught by the counseling center staff, but Full-Time Equivalent (FTE) credit goes to the counselor education department. This generates more FTE credit than all other counselor education courses combined. In the career planning course, we encourage students to ask their professors "how can I use this course in my career?" By doing this, this course approach is encouraging infusion within the regular academic courses or, at least, in individual sessions with faculty members.

C. Strategies for implementing career education

1. Shel: Career education can be implemented in three ways: a) infusion across the board, b) using student support services and 3) running a program, such as Career Fairs, Career Days, etc., involving the university and the broader community.

2. JoAnn: If there is content to career education, then there must be a vehicle for training persons to do career education. The question, then, is not whether or not content exists. Rather, the question is whether that content can best be transmitted through formal courses, or if it is best learned in an experiential manner.

   a. Don: It is important to keep in mind distinctions between career education as a process and career education as content. I know different faculty do different things, and I want my career education program to be as open as possible.

   b. Lee: We don't want to formalize career education - we've already established that the problems are in the formal structure.

   c. Shel: I'm learning about establishing a career education program, and it would be good if my experience could be passed on, rather than having everyone spinning their wheels.

   d. Dick: A proper career education program can pick up on a psychology course, for example, and edify for the student how to use various principles in a variety of work environments. Career education is in all the programs, you just need to tap it.

3. Don: Rather than call career education an "IT", we go to faculty and say, "We know your course is useful - tell us what its useful for." The typical first remark from faculty is "it teaches students to think". We then say to

them, any course can relate to the world of work in at least one of three ways: a) content, b) skills or c) values. Which one(s) do you pick?

a. Glenda: Changes in the curriculum that come from employers are career education too.

b. Dick: Faculty are the best resource.

c. Shel: Up to a point this is true, but there's an assumption operating that the faculty have an understanding of the world of work in their own areas of expertise. This isn't always the case. That's why we need faculty development.

4. Don: Can career education be taught? Or will it happen just as well by chance? Career education should be learned, but maybe it shouldn't be taught.

5. JoAnn: Counselors haven't been educated about career education. They think it's the same thing as the career development process.

a. Norm: I agree, and what we've been saying is that they'll learn it, but nobody needs to teach it.

Issue: Strategies for faculty development in career education in higher education: Problems and potentials

A. Introductory remarks

1. Don: "Reverse" faculty development seems to be the best hypothesis. For example, rather than train faculty and then ask them to do career education, you first ask them to do something and then gather information for a career education model. Faculty members in higher education will resist being "inserviced" in ways analogous to those used at the K-12 level because they are the trainers and consultants. The underlying assumption is that career education happens differently for English than for business.

B. Approaches

1. Bill: One approach might be to utilize the same model to teach the university students and then encourage them to teach the faculty through their contacts with faculty members.

2. Bruce: We could try the "lion in his den" technique where we agree to talk to a university class about careers only if the professor agrees to remain in the room the entire period. This way he can see student concerns and questions and be motivated to change teaching in ways that accommodate student needs better.

a. Dwight: Career education is not controversial. It makes so much sense that there's no real opposition. It only becomes controversial when you categorize it and label it as career education.

3. Joe: In order to become an effective career educator, you must work on your own career development. We have held workshops with faculty members devoted to the faculty person's own career development.

4. Don: A faculty development center or a teaching/learning center on campus can be effective resources for the faculty's own career development.

5. Bill: We're using "faculty development grants" for career education - this can be helpful.

6. Lee: The community, the legislature and the faculty are listening to students more now than in the past. If, when students evaluate their instructors, items were included on the extent to which the instructor was meeting the student's career development needs, this would be a powerful motivation for faculty development.

   a. Don: At my school, 86.4 percent of the entering freshmen say their prime purpose in coming to college is career development. Yet, for many faculty members, this goal is currently one of their lowest priorities. There must be some way to reconcile this disparity.

   b. Shel: Students are not getting the direction they wanted in career development, and they're angry about it.

   c. Bob: The faculty are good at resisting student pressures. After all, these students will soon leave and perhaps the next "crop" won't raise the issue. If the students continue to pressure the university, the university will tell them to use their activity money to pay for their career development instruction. If, on the other hand, the pressure comes from permanent student services staff, it's hard to ignore.

7. Shel: We need to make career education a high priority for faculty development. We get the departments to get our services for a fee, and then they can carry it on. Five to six hours are used for the faculty development of each faculty member, but they can use this time any way they want.

8. Bill: The concept of "overload" is better than the concept of "released time." "Released time" implies that something more important is the primary job of the staff person whereas "overload" implies that this, too, is important and worthwhile.

   a. Shel: I agree. That's why we've become part of the milieu of the other departments. We're trying to develop an internal fiscal management system whereby the faculty can provide services and services are provided out.

b. Don: When the funds ended for our 16 career education programs at my former school, seven or eight picked up the tab (half-time). This, in and of itself, is infusion over a 13 college campus.

Issue: Involving the business/labor/industry community in career education in higher education

A. Introductory remarks

1. Shel: We need to get business to work with the departments in terms of what each can give the other. Both want to see the students better educated. Business needs to give career education financial support. We're in the discussion phase of this now. Business has some expertise that it can give us and is willing to provide money for services that are in its best interests.

2. JoAnn: One of the problems is that "service" is something the community expects to be available to them free from the university.

B. Faculty involvement with business/labor/industry

1. Glenda: You can involve faculty with the business/labor/industry community through the placement center. We leave an hour and a half for lunch so that business representatives, the cooperative education director and the faculty member can meet. Business and industry persons can sell cooperative education to faculty members faster than cooperative education people can. The key is for cooperative education/placement persons to make friends with the academic faculty.

   a. Shel: The dialogue between business/industry and education is important. We had a three day retreat for this purpose, and the result was a solid program of cooperative efforts.

2. Glenda: Because they are trained to produce, business and industry people may be less reluctant to participate if they feel that they're adjunct professors in the community. They need to feel that they're an integral part of the learning process.

3. Dick: The honeymoon is over between higher education and the business/labor/industry community. Business/labor/industry now want to know what they will get when education asks them to give. If we are to ask them for help, we must offer something they want, and then we must deliver it. They are sick and tired of being asked for help, and then nothing effective happens. Either the program collapses, or the suggestions are ignored or there is absolutely no feedback, even so much as a thank you note.

4. Bill: Business and industry persons need to be put into contact with faculty members who will be working with them, not with administrators who promise that "faculty members will be pleased to work with you" when, in fact, they can't make the faculty help in the program.

5. Glenda: We have to make a point to knock on business and industry's door because they're not knocking on ours. As a placement person, I can get support from those faculty members whose students we can place. The difficulty is getting support from liberal arts faculty persons whose graduates are hard to place.

C. Approaches

1. Bob: If career education is important, then placement people, who often receive gifts from business and industry to transmit to the university, should encourage some of those gifts being earmarked for career education activities on the campus rather than simply going to the general fund.

2. Bill: There are two different models: the university and the business/labor/industry model, each having two distinct constituencies. Administration does not mean the same thing for these groups. In the business community, time equals money, but this is not so in the university. The incompatible nature of these two models needs to be addressed.

   a. Princeton University's School of Business runs a conference each year organized by the students involving these two communities.

   b. Hypothesis: Those faculty members most susceptible to career education are those with broader backgrounds of education and experiences - breadth as well as depth. Those most resistant to career education will be faculty members who are narrow in focus and limited in "real world" experiences.

community education

COMMUNITY EDUCATION

December 9-10, 1976

Participants

Dr. Calvin Dellefield
President, Community
College Centers of
the San Francisco
Community College District
33 Gough Street
San Francisco, California 94103
(415) 864-3200

Dr. David J. Doherty
Director, Research and
Development
Flint Community Schools
923 E. Kearsley Street
Flint, Michigan 48502
(313) 762-1267

Dr. Patricia Edwards
Assistant Director
National Center for Community
Education
1017 Avon
Flint, Michigan 48503
(313) 238-0463

Dr. John Fallon
Assistant Professor and
Consultant
Institute for Community Educa-
tion Development
Ball State University
222 N. College Avenue
Muncie, Indiana 47306
(317) 285-5033

Dr. Robert B. Moore
President
Orange Coast College
2701 Fairview Road
Costa Mesa, California 92626
(714) 556-5651

Dr. Patrick B. Mullarney
Director, Northeast Community
Education Development Center
University of Connecticut
U-142
Storrs, Connecticut 06268
(203) 486-2783

Mr. Tom Richards
Director of Community Schools
Adult Education
301 N. 29th Street
Boise, Idaho 83706
(208) 345-9911

Dr. K. Hugh Rohrer
Director, Regional Center for
Community Education
Alma College
Alma, Michigan 48801
(517) 463-2141

Dr. James Showkeir
Director, Center for Community
Education
350 McGuffey Hall
Miami University
Oxford, Ohio 45056
(513) 529-6825

Mr. Ken Watson
Director, Vocation and
Community Education
Marysville School District
4220 80th Street, N.E.
Marysville, Washington 98270
(206) 659-6261

Issues Raised by Participants

1. What differences exist between community education and career education?
2. Will a "devil's advocate" approach clarify the differences?
3. How can Federal funds be used in a coordinated way so as to provide maximum services for the maximum proportion of the population?
4. Is career education the "fulfillment of the promise of community education?"
5. "Process" versus "program" for community education? For career education?
   a. How much is community education concerned with "community" as opposed to "education"?
6. Should community education persons conduct classes or encourage their formation and enrollment?
7. What's the difference in how one approaches a "career education" as opposed to a "community education" effort?
8. What's the difference between "community education" and "community schools"?
9. How can both community education and career education get practitioners sophisticated to either concept fast enough so they don't ruin it by establishing programs?
10. How does one prepare "community education" versus "career education" persons?
11. Who has the responsibility to implement community education? career education?
12. How do community education persons define "community"?
13. What are the differences between a "community services person" and a "community education person"?
14. What's the difference in the meaning of the words "cooperation," "competition," and "collaboration" when used by community education versus career education persons?
15. Who is to be served by community education? By career education?
16. What is a realistic, as opposed to an idealistic, definition of community education? Of career education?
17. What are the absolute priorities for community education? For career education?
18. What are the implications in the emphasis given the word "preparation" by career education persons as opposed to the emphasis given the word "doing" by community education?
19. What does the word "education" mean to community education? To career education?
20. What services does community education provide beyond education?

21. What kinds of lifestyle does community education, as opposed to career education, look for 20 years from now? What are the long run goals of each?

22. What differences exist between use of advisory councils by community education as opposed to career education?

23. What implications exist for emphasis in the Community Schools Acts in providing for: a) education; b) recreation; c) cultural; and d) community development services and activities?

24. How can we get community education and career education persons together at the local level?

25. What can the community education and the career education movements, both of which are purposely ambiguous, do to handle pressures to standardize their efforts?

26. How do community education and career education relate to lifelong learning?

27. Is there a difference between community education and career education with respect to ways in which they collaborate with the business/labor/industry community?

Discussion of Issues

Issue: What's the difference in how one approaches a "career education" as opposed to a "community education" effort?

A. Community education efforts

1. Dave: We should look at the strengths and shortcomings of community education and then examine career education to see what we can learn. We need to look at how community education has evolved as a movement from a programmatic approach to a process.

2. Pat M: Theoretically, community education starts with the process, out of which evolve programs based on needs. Realistically, you need programs in order to get people involved in the process. When we work with communities, we tell them it's not an either/or approach. Typical beginning programs include a) high school completion; b) recreation and c) enrichment.

   a. Cal: The programs that are successful are the ones that are in the community, and community education makes people aware of this.

   b. Dave: It's important for community leaders to understand the process and broad concept to get into planning, training, needs assessment and analysis. Participants may think only in terms of programs.

   c. Hugh: To gain an understanding of the process, you can start with outside experts, needs assessment and community leaders. You need to get support from all levels of the community. Then the community education coordinator typically comes in.

d. Pat M: When leadership is committed to the concept, you can have the process and work with programs to make them better.

e. Dave: The community coordinator can work on collaboration in the community, but without the process you just have fragmented programs. You have to get the community involved in the gut level planning process of what happens in the classroom.

f. Pat E: For 35 years, we had a "community schools" program. Only in the last three or four years have we moved to the community education process of providing life-long services to the community. We used to have a head-count evaluation, (i.e., counting the number of programs and the number of students enrolled). This was not the process of community involvement in its own destiny.

g. Hugh: Of the 90 community educators with whom I work, 75 run programs in adult education, recreation education and enrichment.

h. Pat M: Typically, both adult education and recreational education people are initially threatened by community education because they fear the establishment of possible competing programs. If the community education process works right, both the adult education and the recreational education programs will grow in enrollment.

3. Perceptions of community education

a. Dave: In community education, programs such as career education are evaluated in terms of what they do for the community.

1. Bob: We all have evaluation in terms of use of services. We can't have a "holier than thou" attitude.

b. John: Community education serves as a broker between community needs and community resources.

c. Tom: The goal of community education is community involvement in decision-making.

d. Pat M: The underlying principle is that we say to the community "We won't do (it) for you, but we will help you do (it) for yourselves."

e. Jim: We help the community identify its needs, but we don't tell the community what those needs are.

f. Cal: You need to educate the community to assess community needs.

g. Tom: Community education people don't go into a community without an invitation from someone in the community.

h. John: Common "myths" of community education include: 1) "Communites are democratically operated;" 2) "Schools must be apolitical;" 3) "In numbers there is strength," and 4) "We could solve the problem if we had more money."

i. Tom: Most community education services are for people over 18 years old.

4. Examples of what might be community education efforts

a. John: Two suburban Illinois communities formed a Community Services Council because they saw collaboration as the key for meeting the needs of the community. They were concerned about such things as a coming freeway and a lack of a post office, hospital and emergency medical care. They put together a micro-plan listing areas of concern and formed task forces to deal with them. The effort is to provide education of the community rather than to provide education in the community.

b. Dave: Project SNAP (Stimulating Neighborhood Action Process) in Flint, Michigan provides $10,000 to each of 56 Community Advisory Councils to do a needs assessment and to bring the community in to help answer the question of how we can improve our community. The Councils have come up with both traditional and innovative plans.

B. Summary statements

1. If the question is asked "Which is more important to community education: a) the importance of the need being considered or b) the extent of community concern for the need", the answer is that immediate actions are oriented around helping community members with their expressed community needs. The long run goal is to teach them the process of community involvement. If appropriate linkages can be developed, they can be used as other community needs arise. To do this, sometimes a solvable problem must be addressed first, in order to get the community process going.

2. Jim: Community educators do not think they can be all things to all people. They are only as strong as their support base and need to develop a network of people to whom they can refer. For example, each "University Community Education Resource Center" has a pool of human resources that could be used in solving particular problems in a given community.

3. John: I no longer believe in a permanent community education advisory council. The membership should be issue-oriented, with the types of memberships (as well as members) changing as community problems change. Perhaps an ad hoc structure is better, with new committees forming and others disbanding as new needs arise and old ones are met.

C. *Consensus answer to the issue*

In career education, we start by trying to convince the community that they do have a need with respect to education/work relationships. Then we try to emphasize the importance of establishing and implementing a community collaborative effort to meet this need. The goal is continuing community emphasis on this need.

In community education, we start with identifying an expressed immediate community need. We then show them why a collaborative effort is the best way of meeting that need. The goal is establishing linkages which can be used in the future for solving other community needs that will arise.

Issue: Who has the responsibility to implement community education? Career education?

A. Introductory remarks

1. Hugh: "Who" refers to: a) should it be the school? or b) some other agency? In my experience, local education agencies often receive the responsibility.

B. Discussion

1. Jim: To answer the question, you have to decide whether the program is community based or school based. The most successful models of community education have been school based because the schools have the largest budget and the chief executive has an entree in community offices.

   a. Pat E: That is true only because the school based models are the most common, not because this is necessarily the best model.

   b. Bob: Both community education and career education are reform movements. The career education reform is with respect to goals of education via a vehicle of a community collaborative effort. Community education seeks reform in community collaboration that can be applied to both educational reform and to community reform.

2. Possibilities of conflict between community education and adult education

   a. Cal: Adult education may find community education suggesting courses that adult education either doesn't want to teach or doesn't have the resources to teach.

   b. Hugh: Community colleges never seem to want to give up something they're doing now in order to do something different.

   c. Pat M: In Boston, the community school effort is now run out of the Mayor's office rather than out of the Board of Education.

d. Pat E: If the community education person sets up an alternative to adult education courses and then draws students away from adult education, there is potential for conflict.

3. Dave: Implementation involves everyone. If only a few people do it, you lose the point. This doesn't mean that you don't need a "nudger" or facilitator to nudge things along. If the program is school based, this person should be an educator.

4. Cal: If you can't get people at teacher education institutions to train people in career education, community education, consumer education, etc., these programs will fall down in the field.

5. Pat M: Just because school buildings are used doesn't mean the effort is necessarily school based.

   a. Hugh: We use the schools because no other agency is as central to the community, as responsive, as owned by the community or with as good a delivery system.

6. The best community education efforts are those that move from a school based to a community based model. (NOTE: Lack of consensus on this statement...Ken Hoyt)

7. Cal: If you go to the community and ask "what are your problems," they typically do include "education" among their answers.

   a. *Consensus: Community education councils do typically deal more with non-educational than with educational problems, but they do view education as a vehicle for helping to solve the identified community concerns.*

Comments after viewing Dave Doherty's career education slide presentation, "Easy Street"

A. Career education in community education efforts

1. Hugh: The most difficult part of the job is developing community involvement. You don't just go out into the community and "hang around." Some kind of community concern is needed. Career education is a vehicle for approaching the serious involvement of the school and the community.

2. Dave: Career education can serve to fill what has been a gap at the K-12 level in community education. Community education has not placed much emphasis on the K-12 level.

   a. Jim: I see career education as a very personalized part of community education.

   b. Dave: Maybe we ought to reform the K-12 curriculum to more accurately mirror the community.

B. Definition of community education

1. Jim: Community education is the process of mobilizing and utilizing, through a collaborative effort, the resources of a community in order to improve the quality of experiences through which people of all ages learn about and become functioning members of the community.

   a. Ken Hoyt: For that definition to fit "career education," there would have to be a special emphasis on education/work relationships, not the "community", as a focus of emphasis. It would also have to emphasize the importance of changes in the teaching/learning process.

C. Is the community education movement in the process of placing relatively more emphasis on formal education in the term community education?

1. Dave: Yes, we're moving toward equal emphasis on "community" and on "education" by placing more emphasis on K-12 education.

2. Jim: I make a sharp distinction between education and schooling. Community education needs to emphasize education.

3. Dave: If community education is to involve itself in all areas of the community, but ignores K-12, we're in trouble.

4. Pat M: It depends on what one means by education.

5. Cal: Dave's slide tape demonstrates that a career education effort can move school persons into a true community process. It also shows that, through career education, the business/labor/industry persons feel more comfortable about the community process by being involved with areas they know about: children and their business.

6. Pat M: There's always been an emphasis on formal education; the movement is not involved in this trend.

7. Bob: What about the term "community based education?"

   a. Jim: If you differentiate between education and schooling, all education is community based.

D. Is the community education movement more conceptually comfortable with a school based K-12 career education model or with an experienced based K-12 career education model?

1. Pat E: Community education is equally comfortable with either model. The important thing is to help a person become a functioning member of society.

2. Dave: In terms of definition, administrators and business people can define community education, while teachers cannot.

a. Jim: Career education may have to face this. If any kind of change is to take place, a maintenance force is required. It is necessary to reach the teachers.

3. John: Public schooling is perceived by many as a "sick" part of society. I'm worried about tying community education into a "diseased" part of society.

4. Pat M: The community education process allows the K-12 formal education system to change in more relevant ways.

5. Tom: To assume that community education is headed towards a greater alignment with formal K-12 education would make me very nervous. In some communities, public education has been in an ivory tower and has been unrealistic. Community education is moving in a direction of seeing the community as a total educational entity with the K-12 system being a part, but not the core, of this entity. The "core" will vary from community to community.

   a. Pat M: The "core" could be the "family", the "church" or anything else. When you insist on looking for the "core", you are missing the basic conceptual point of community education.

   b. Jim: Community education's goals involve, in part, helping students move from school to society and work. In spite of its malaise, the K-12 system can be the core for this.

   c. Pat M: If I have to choose a core, I'd pick the family because they decide where the children get their education. Schools are a "vehicle", but they aren't a "core".

6. Jim: The educational system ought to be one where people can move in and out throughout life.

Issue: What kinds of lifestyles does community education, as opposed to career education, look for twenty years from now?

A. Introductory remarks

1. Jim: Two books about this are Report of the Commission on the Year 2000, edited by Bell, and one on the next 500 years by Arthur Beckwith. The premise is that short term change can't be predicted, but long term change can. Some of these predictions are:

   a. We will have a shorter work week.

   b. Education will continue to become more open to all and longer in length for most persons.

   c. Society will become more technology-oriented.

   d. Tom: Our modes of transportation will change.

2. Tom: We need to know how these predictions can be put into a total picture. How do they affect the plans of our profession to respond to these changes?

B. Reactions against talking about the future

1. John: The future isn't predestined. If community education believes that people should have an influence on their society, we shouldn't talk about the future. People will make it.

2. Pat M: The question is senseless. Community education is a process that lets us deal with the future. The community development process should be set up to deal with the trends that others identify. Community education becomes a process that helps communities deal with those trends.

3. Pat E: Predictions made 20 years ago (with reference to birth rates, for example) have been proven wrong. I'm leery about predicting 20 years from now. However, we can look at the problems of the senior citizen. Both career education and community education can address the loss of the work role for senior citizens.

   a. Tom: They'll have a say in it because there will be more of them.

   b. Bob: Career education needs to deal with the non-productive aspect of the senior citizen's activities, just as it did with the non-compensated aspect.

4. John: An example of the problems of prediction is "volunteerism". It obviously isn't very honorable at the present time, but it could be made so 20 years from now if, for example, legislation provided volunteers with a tax break. People in Indiana are working on this now. However, we don't know if this will come to pass.

   a. Pat E: Many white, middle-aged, middle-class women derive a great deal of satisfaction from volunteerism.

   b. Bob: After their children leave, they don't know what to do. This same dilemma faces the new retiree.

   c. John: The problem is faced by many women. Society places little value on homemaking. At Ball State, we find that women come back for careers out of a need to survive.

Issue: Leadership for community education

A. Discussion

1. Pat M: Community education coordinators could build a power structure instead of opening up the community. The leadership of community education is to establish the process and then to back out. The process is so delicate.

There are many people who want it to be under their control. The goal is to develop the community power base, and the coordinator may have to be "autocratic" in preserving this "democratic" process.

2. Hugh: The basic assumption we make is that people are good and will do right.

3. Hugh: The community education coordinator provides leadership in assuring that a "leaderless" process evolves that demands total community participation in decision-making.

   a. Pat M: No, there is a "leader," but she/he is chosen by the community rather than being "self-appointed."

4. Hugh: One of the jobs of the community education coordinator is to teach the community to solve its own problems.

5. Jim: Another job is educating the community to deal with change.

Issue: How much is community education concerned about changing various components of the community versus drawing such aspects together in a "the whole is greater than the sum of its parts" approach that makes no necessary assumption about any basic changes in any of the components of the community?

A. Change in components

1. Pat E: Community education starts with a "the whole is greater than the sum of its parts" process, which leads to change in the components later. The components must work together before they initiate change.

2. Tom: Community education makes no necessary assumptions about changing any of the components within the community. For example, we might provide information which would initiate change in a City Council, but the community would decide if a change should occur.

3. Dave: Community educators do try to change the people so the community education process can work better. For example, I work with business, labor and industry people trying to get them working with the community. I hope that something will come out of this. So far nothing has, so I'll need to try to change some people's minds.

4. John: Changing the community components is not a basic goal of community education. The basic goal is the process.

5. Pat M: Just bringing the components together implies changes in that they never were brought together before.

B. John: If the community education effort tries to fit into the formal school structure, it's giving away too much. This is because: 1) the community doesn't get involved in the decision-making and 2) consumers don't think the school can deal with the problems in society.

1. Dave: Operationally, the community education movement today is in the school system.

2. Bob: We can't assume the formal education system enjoys being bad. There may be a lack of recognition by educators that things are as bad within formal education as they seem to the community, but that doesn't mean you give up on the formal education system.

3. Jim: We can't ignore the schools because they have problems. We have to jump in and help.

Issue: What differences exist between the use of advisory councils by community education as opposed to career education?

A. Introductory remarks

1. Pat M: Most councils are "advisory" not "control" councils. They are advisory to both the public schools and to the community education coordinator. They get their power, typically, from the local Board of Education, and this may be informal rather than formal power.

2. Pat E: It is important to set the parameters of the council in the beginning. Some are called "community councils", not advisory councils.

B. To what extent does the Community Education Council take on the role of a community conscience?

1. Ken: Ideally, the Council should function as a kind of "community conscience", but, in practice, this usually does not happen.

2. Dave: This is an evolving role. I only know of three or four that function like this.

3. Pat M: It also depends on how the Council is selected, whether it is appointed or elected.

C. Dave: The community council can be the greatest resource a city could have. As an example, it helped Flint move through desegregation smoothly.

D. What do we mean by collaboration?

1. Hugh: Collaboration is defined as coordination.

2. John: Coordination is a deadly term because it implies a coordinator and a coordinatee. I use the term "autonomous collaboration" because it doesn't threaten anyone's autonomy.

3. Bob: Why not call it "collaboration for change"?

a. In California, a "coordinator" is legally defined as one step above a "supervisor" but below an "administrator" (i.e., he has no line authority).

b. The "power of persuasion" works only when combined with the "power based" council and a "knowledge based" council. If preference is to be given one over the other, "knowledge" is to be preferred to "power."

(NOTE: Career Education has operated, to date, with what are primarily "power based" Community Councils.K.H.)

4. Dave: There are five models that illustrate collaboration and cooperation:

   a. The program is in-house, and jurisdiction over it is in-house;

   b. The program is operated in-house, and other agencies cooperate with you;

   c. The program is operated simultaneously by several agencies (collaboration);

   d. The program belongs to someone else, and you cooperate with them, and

   e. The programs belongs to someone else.

5. Dave: Collaboration means that you work together to develop a program.

6. Hugh: If you put too much emphasis on collaboration community-wide, you may lose. It may be better to do "collaboration" bit-by-bit with various community segments.

E. Representation on the Council

1. Bob: If change is the goal, then those who are to be changed should be represented on the Community Education Council. Thus, if we want change in the school, we should get school representatives from within the power structure.

2. Hugh: You need to identify the areas of expertise in a group.

3. Pat M: The Community Education Council should be both "power" and "knowledge" based with very close communication between these two aspects.

   a. Bob: A power base alone will get little or no community action. To get action, a knowledge base must be present.

   b. John: I usually go with a knowledge-based Council. However, it also depends on the structure. We need to use councils that have legitimacy in the community. It should be issue-oriented. Once the issue is identified, you get people with interest, knowledge and power to deal with it.

Issue: "Community Education Coordinators" versus "Career Education Coordinators"

There was not time to discuss this issue fully. The group recognized that there can't be too many community coordinators around. It is a problem that must be dealt with before it gets larger and, perhaps, out of hand.

state colleges&universities-b

STATE COLLEGES AND STATE UNIVERSITIES - B
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Participants

Mr. Ron Betts, Director
Career Planning and Placement Center
University of North Dakota
Grand Forks, North Dakota 58201
(701) 777-3904

Dr. William C. Bingham
Chairperson, Department of Psychological Foundations of Education
Graduate School of Education
Rutgers, The State University
New Brunswick, New Jersey 08903
(201) 932-7716

Dr. Jack L. Daniels
Director, Career Development Center
University of Southern Mississippi
Box 112, Southern Station
Hattiesburg, Mississippi 39401
(601) 583-9108

Dr. Alan Kahler, Director
Iowa Models Project
223 Curtiss Hall
Ames, Iowa 50010
(515) 294-5877

Mr. George Lulos, Jr.
Director, Career Education
Glassboro State College
Glassboro, New Jersey 08028
(609) 445-6211

Dr. Donald E. McCreight
Associate Professor
Resource Development Education
College of Resource Development
University of Rhode Island
Kingston, Rhode Island 02881
(401) 792-2981

Dr. Lucille Patton
Dean of the School of Special Arts and Sciences
Central State University
Edmond, Oklahoma 73034
(405) 341-2980

Dr. Ralph Ressler, Director
Clusters Approach to Career Orientation (CACO) Project
College of Education
Virginia Polytechnic Institute
Blacksburg, Virginia 24061
(703) 951-5444

Mr. Bruce Ritter, Director
Career Development Center
University of Maryland
College Park, Maryland 20742
(301) 454-2813

Ms. Anna Torosian
Professor of Engineering
University of DC
Washington, DC 20004
(202) 272-2741

Dr. Robert Van Vliet
Assistant Professor
Education Department
Plymouth State College
Plymouth, New Hampshire 03264
(603) 536-1550

Dr. John Zaugra
Assistant Professor
Department of Education
Career Education
Idaho State University
Pocatello, Idaho 83209
(208) 236-3360

Observer

Dr. David Novicki
207 Student Services
Michigan State University
East Lansing, Michigan 48824

Issues Raised by Participants

1. How can duplication of career education services be avoided and coordination attained?
2. How can top level university administrators become committed to career education?
3. Where does career education fit in the academic structure of the university?
4. In what manner are K-12 settings assimilating career education?
5. What is the place of peer counseling in career education in higher education?
6. What prospects exist for Federal funding for career education in higher education?
7. Should career education be a requirement for prospective teachers?
8. What relationships exist between career education and experiential learning?
9. How can faculty become involved in supporting and participating in career education?
10. How can university students be helped to consider alternative careers?
11. Should students in higher education be considered as "customers" rather than "clients"?
12. What is the role of inservice workshops for university staff in career education?
13. Differentiating terms: "career education", "career development", "career planning".
14. Atheoretical assumptions of career education versus a theoretical underpinning for career education.
15. The Career Center on the university campus: The concept and the need.
16. Science & Technology Fairs, Career Days, etc. as "career education" on the college campus.
17. What are the target populations for communicating career education concepts on the campus?
18. Need for institutional research related to career education in higher education.
19. Assessment tools appropriate for career education in higher education.
20. Attitudes of faculty toward the goal of "education as preparation for work".
21. Faculty commitment to educational goals of university versus faculty commitment to their own specific academic disciplines.

22. To what extent is the university administrator committed to maintaining the status quo versus pushing for change?

23. What financial incentives exist for higher education to participate in career education?

24. Role and function of accrediting bodies in implementing career education in higher education.

25. Should a career education emphasis be required for persons preparing to become university staff members?

26. Implications of the accountability trend toward encouraging career education in higher education.

27. Should there be -- and if so how -- an emphasis on career education involvement in evaluation of faculty members?

28. What is the relative importance of career planning versus placement as parts of career education in higher education?

29. How can we improve the image of career education among university faculty members?

30. The career undecided/academically deficient student on the university campus: Implications for career education.

31. Implications for evaluation of career education in higher education.

32. Selling the "sizzle" versus the "steak" of career education to faculty--do we need a film?

33. Career education faculty development materials for higher education: Need and availability.

34. Interface of career education in higher education with career education in K-12 settings.

35. Is infusion an appropriate model for use in implementing career education in higher education?

36. An ideal model for career education for college/university students (or this age level).

Discussion of Issues

Issue: How can top level university administrators become committed to career education?

A. Introductory remarks

1. Bruce: Faculty are becoming interested in career education, but top administrators don't seem to be too supportive. They don't feel any pressure to become interested. The key is the extent to which administrators are willing to include the concept of career education in the arena of university accountability. One possible step, for example, would be commitment of resources to career education--a commitment of "x" proportion of university resources to career education would be a help.

   a. Ralph: People can argue with logic, or with data, or with both, but what is needed must obviously depend on the particular administrator involved.

   b. Lucille: You also need to know your organization so you can talk about tying things together.

B. What are some general approaches that would appeal to university administrators?

1. Anna: Money. With tight budgets, you must convince administrators that the money will be used wisely.

2. Al: Expressions of interest from non-university key groups, such as state legislators, public school administrators, Governor's Task Force on Career Education, etc., might make a difference.

3. Ralph: You could contend that career education can serve as a cost effective way of coordinating existing programs. For example, at Virginia Polytechnic Institute (VPI) we have coop, career week counseling, placement, admissions, etc., which are isolated activities. If the approach were coordinated, it could be more efficient and save money. This would appeal to administrators.

4. Bob: If career education is related to a positive self concept, and if a positive self concept is related to career maturity, and if career maturity is related to lower institutional dropout rates, then perhaps you could show that career education will increase university revenues (i.e., it might make money, not just save it).

   a. Bill: You might also sell the concept that better student functioning should logically make for better faculty functioning.

5. Bill: It is possible to say that career education goals are attainable without increased university costs if the university stops doing some of the things it currently does and switches to career education. This approach, obviously, would cause serious internal problems and would be a dangerous route to take.

6. Ron: We did a survey of our dropouts who were eligible for re-enrollment. About 50 percent said either a) I wasn't happy or b) I didn't know why I was here. If career education could cause a significant proportion of those students to continue enrollment rather than dropout, it would be a significant savings.

   a. Bill: The trouble is, if some college students understand themselves and the university better, they might drop out faster!

   b. Bob: Ron's results are about the same at Plymouth State College.

   c. Lucille: At Central State, students stay when faculty give them individual attention with respect to why they are in college and where their degrees will lead them. Those students without such faculty contacts are the ones most likely to drop out.

   d. Bob: We need two areas of research: a) models to lower attrition and b) the costs of career education. The ideal model is probably a combination of both.

   e. Ron: Most university faculty don't know what kinds of jobs their graduates could get. We used to get tapes on the subject from faculty members but have found it better to get these tapes from employed alumni.

7. Lucille: To get career education started in higher education, we will need Federal dollars.

   a. Dave: At the university level, there's a Catch 22 operating. We can't get an effort underway unless we show data, but we can't get data without funds.

8. Al: We could sell career education if we picture it as a way of improving the excellence of academic instruction.

9. John: Faculty don't perceive career education as a means of increasing student motivation. They perceive it as vocational education.

10. Bill: It's hard to demonstrate the relationship between career education and academics when: a) the group is homogeneous and b) the kind of people you have to sell career education to are data conscious and therefore can go to selective literature and develop counter positions. This characterizes the communications problems that exist.

C. *Consensus: Of the generic kinds of appeals we have discussed that might appeal to top university administrators, which would have a resonable chance to succeed in your institution at the present time?*

1. *Increased Federal funding available for career education. VOTE: Yes-10.*
2. *Pressure from the general public (advisory committees, task forces, etc.) VOTE: Yes-11.*
3. *Current services made more cost effective and thus money-saving. VOTE: Yes-4.*
4. *Reducing student attrition and saving money. VOTE: Yes-12.*
5. *Improving excellence of academic instruction. VOTE: Yes-7.*
6. *Showing that career education has a pay-off which meets students' needs, i.e., career choice (major field of study), satisfaction and job placement. (No vote taken)*
7. *Demonstrating how career education can provide services for students. (No vote taken)*

Issue: Attitudes of faculty toward the goal of "education as preparation for work"

A. Introductory remarks

1. Ron: The goal of "education as preparation for work" is now number one on American College Testing data among students.
2. John: My concern is to identify strategies to help faculty seek goals beyond their subject matter (i.e., link their subject matter to the world of work.)

B. Possible strategies

1. Bill: Ask the faculty member to examine things they are doing now to emphasize career relevance and the goal of "education as preparation for work." Most will discover that they are doing some things right now which can then be supplemented with still others.
2. Jack: If I ask history professors what jobs in history are available, they'll say teaching. They don't see any relationship between education and work. Is the model for K-12 career education an appropriate model for higher education? Perhaps infusion is not appropriate at this level.
3. George: The things students do in college are work. They consider it work. If we ask them to relate what they do in the classroom to what they do at work, we're assuming that there's a difference and that it's not the same thing. This is not true. The model used in K-12 doesn't apply in higher education; it's no longer a matter of infusion. That is, behaviors in high school are more general whereas in college behaviors are directly transferable to work.

Therefore, you're not infusing but bringing out what is already there. Occupational satisfaction may be more a relative function of the difference between initial expectations and actually available choices, than it is an absolute function of the specific match between educational level and occupational choice.

4. Jack: I think career education is broader than preparation for work. In most cases, work is defined as product producing.

5. Ralph: Professors are often faced with relating their subject matter to work, but I think that a better approach is through methodology where the student is placed into an activity-oriented learning approach that allows the student to discover relationships for himself. The relationship between the environment in school and work should be explicit. It's an affective relationship. One of the problems of career education is that people interpret it to mean that a change should appear in the subject matter. It will die if this happens, but if other aspects are emphasized, it will succeed.

   a. Al: No, it's better to emphasize ways in which skills can be used in work.

   b. Bill: Both Ralph and Al are saying the method can be independent of the content of the subject matter being taught.

6. Dave: Faculty members perceive work in terms of occupational specifics. If they could understand the humanistic definition of work we are using, most would endorse it and accept it.

   a. Bill: Faculty often don't know how to show relevance. Ten years ago I worked with students and faculty undergraduate groups when the students were clamoring for relevance. The faculty responded by assigning one faculty member to 150 students at a non-regular time!

   b. John: To try faculty development seminars for career education (or for anything else) is something faculty members will tend to resist. That is, it's not that they are resisting "career education", but rather they resist "faculty development". We tried to provide in-service training to higher education teachers in career education, and only two showed up.

   c. Ralph: Maybe the answer is to supply better support services and get faculty involved in things like externships, faculty counseling, etc. so they are developed through these kinds of activities (rather than through formal faculty development seminars).

d. Bill: I believe that inservice won't work. The effective education for faculty works on an informal basis. We need to be patient.

e. Jack: The difference between faculty and staff is distinct, and faculty learn from other faculty, not from staff.

7. Bruce: I interviewed 58 faculty members. Many are interested in helping students in more ways than simply through teaching.

8. Bill: We can think of four types of faculty members:

a. those who have knowledge and commitment to career education;

b. those who have knowledge but not commitment to career education;

c. those who have commitment but not knowledge about career education, and

d. those with neither knowledge of nor commitment to career education.

It is most advisable to work only with those in category "a."

C. Other comments

1. Bill: Faculty members behave as though their only goal is to impart subject matter, but they would like to include other goals if they know how to do so.

2. Jack: It's tough for a university staff person to work with a university faculty person.

3. Jack: Most faculty agree there is relevance between education and life but not between education and work.

Issue: Atheoretical assumptions of career education versus a theoretical underpinning for career education in higher education

A. Introductory remarks

1. Bill: Historically, the trait and factor manpower outlook "matching men and jobs") of the '20's and '30's prevented (or at least slowed) the development of theory. "Exploration" is often thought of as a "life stage" of career development rather than something that goes throughout life, as it should. "Readiness to explore" is a phenomenon tied to sets of both cognitive and affective factors. If vocational behavior is conceptualized in terms of development, then we assume everyone goes through the stages in the same order, even though, of course, at differing ages. We can ask questions about the extent to which the process can be accelerated if we think of our efforts as either a) removing the restricting influences, or b) providing experiences that allow maturation to take place. For a fourth

grader, for example, to become aware that occupational choices will be made at some point is quite different from making specific choices at that age level. This would be a premature commitment. For example, when youngsters do a detailed report of careers, they put a great deal of time and energy into it and make a commitment to pursue it. Crystalizing their career choice is an out of place kind of process at this stage. On the other hand, at the post-secondary level, students should be freed up to pursue age appropriate activities (e.g., decision-making.).

2. Ralph: In Virginia, career education is on a continuum. At the elementary level, the capstone is self-awareness via John Holland's perceptions of work environments. At the junior high level, career education centers on exploration activities. At VPI, freshmen use Holland's Self Directed Search (SDS) to make decisions based upon self coupled with the work environment. All the majors and minors are organized by the six types of work environments postulated by Holland. In the future, the student can build a perceptual framework which is affective-oriented and comprehensive (as opposed to content-oriented). The whole framework can be superimposed on subject matter without threatening subject matter or those who teach it and without the dangers of making a child think about a specific career but rather of an affinity.

3. Bill: What many call "career awareness" at the K-6 level would be more appropriately titled "self awareness." Similarly, what has been called "career exploration" might better be called "hypothesis testing." [NOTE: Grades 7-8 may well be too early to expect this to take place. Ken Hoyt]

   a. Ralph: If career exploration is based on work environments rather than on subject matter, it may work better.

   b. Bill: If Holland's SDS approach is used, the range of alternatives considered has been shown to increase. There is serious question about whether all or even most seventh graders are ready to explore. The environment (i.e., classroom) must not make demands to which the student is not ready to respond but the environment must be able to respond to student needs when they are expressed.

4. Al: We learn more from failure than from success. Therefore, we shouldn't worry so much when students change their occupational choices a lot.

   a. Bill: I've toyed with the idea of "guided failure," where you take the student through the process of being in an experience that he doesn't know how to handle.

5. Bill: The career development process is cyclical, and I suspect it's also helical. The sequence of events may be the same, but it's a matter of maturity. An important theoretical question is "Is exploratory behavior the same

for a 15 year old who wants to be a physical scientist and for the 35 year old woman who wants to enter the labor market for the first time?" Maybe the 35 year old can go through the process faster by eliminating some of the steps based upon maturity and past experience while still following the same process.

6. Al: Really, career education is decision-making. I think we will make a mistake to identify all content with this.

7. Lucille: We need models as a point of departure for discussion, but we certainly aren't ready to take one now and build career education implementation strategies around it.

8. Bruce: We may be getting to the point where "education" may be thought of as existing in the community with formal Education being part of "community".

B. To what extent is it reasonable to assume that high school drop-outs progress more rapidly through vocational maturity than bright college-bound students?

1. Ralph: No. I see "9-12 Preparation" as preparation for college or work. The theoretical construct is very meaningful to students because it relates to self.

2. Bill: Data indicate that people who drop out of high school are less vocationally mature and take jobs requiring less vocational maturity. Then, five to ten years later, they express more dissatisfaction with their jobs. Those who come close to critical career choice are not more vocationally mature, but their choices crystalize faster. I see two variables operating: a) the readiness to choose is predetermined by the options available and b) if satisfaction is a variable, it will be socially defined.

3. George: The two key dimensions are "self awareness" and "occupational choice". The key is "How satisfied are people with the choices available to them?" Occupational satisfaction may be more a relative function of the difference between initial expectations and actually available choices than it is an absolute function of the specific match between educational level and occupational choice.

4. Bob: Those who make vocational decisions early are often re-enforced by others, whereas those who admit they are "undecided" are often treated as though "something is wrong with you."

C. Is the proper theoretical base for career education limited to theories of career development? What about learning theories related to the teaching/learning process?

1. Ralph: Theories of learning relate to work environments just as do theories of career development. Both imply differences in teaching methods.

2. Bill: We can conceptualize the developmental process as separate from the intervention process. The developmental process, in career education, must take the teaching/learning process and the career development process as well as a variety of economic/sociological factors into account.

3. John: A theory of career education must also take into consideration theories of personality and motivation, with personality theory perhaps being the most important.

D. Is the proper theoretical base for career education limited to paid work or should it also include unpaid work as part of total lifestyle?

1. Ralph: If you can think of "work environments," then you can think of work needs for some persons being met by a-vocational rather than by occupational activities.

2. *NOTE: General consensus that unpaid work should be included in career education theory.*

Issue: An ideal model for career education for college/university students (or this age level)

A. Introductory remarks

1. Jack: The first step is the determination of the extent to which "education as preparation for work" is recognized as an important goal of the institution by those in top administrative posts. If it is so recognized, then the next logical question is "What are we doing to meet that goal?" "How adequate is what we are doing now?" "What else should be done?" "What resources are needed?" "How can they be assimilated and coordinated?" "How much will it cost?"; and "How much of what is needed can be obtained from existing community resources?"

2. Dave: We're hamstrung into a remedial model in most counseling centers at the present time. The basic problem is how to get the rest of the university involved. We know the "one to one" and "small group" counseling models won't be sufficient. How do we get beyond these?

3. Bill: There are three components to the model: a) content, b) process and c) outcomes. In an idealized sense, if we focus on outcomes, we'd come up with the most viable model. However, because of setting constraints, we usually start elsewhere.

4. Lucille: I went to one school with higher education funds, and they used the money to pull together services that were already available. The goal was to encompass a career education emphasis including remedial instruction, a career counseling center, academic deans, hardware and software, placement and seminars. The outcome was: 1) to assist students to become academically able to pursue a chosen occupational path and 2) to make available, through conferences and software, a broad range of options.

5. Ralph: The idea of peer counselors represents one resource that will surely help move beyond the traditional counseling center model.

   a. Bob: The New England Counselor and Guidance Association resolved that counselors should "give away" more of their skills. Using peer counselors is a good way of doing this.

B. Student "outcomes" from career education in higher education--"Brainstorming Ideas":

1. Possesses a possibility of achieving a satisfying work life.
2. Possesses a good self concept.
3. Possesses a basis for pursuing work or means of gaining additional education.
4. Can efficiently cope with life/work experiences.
5. Can adjust to lifestyle demands.
6. Is satisfied with academic pursuits (decision-making, values clarification, etc. are parts of this "outcome")
7. Is ready to change with change in the economic marketplace and broader society.
8. Possesses an exploratory orientation that encourages keeping options open.
9. Is aware of competencies he/she possesses (over and beyond stating his/her "college major").
10. Is aware of his/her own personal interests.
11. Is able to cope with the job/work stress placed on the individual by the immediate work environment.
12. Bruce: At the University of Maryland, we offer a career planning course and have identified the following goals to help students to: a) perceive themselves as active agents in the life planning process; b) become oriented to the world of work: c) gain insight into her/his interests, values and needs; d) identify viable major and/or career alternatives for exploration; e) use a variety of occupational resources to explore majors and/or careers; f) gain a working knowledge of the decision-making process and g) begin to formulate plans for moving toward self-chosen goals.

C. "Curriculum change" versus "support services" as places to start in implementing career education at the college/university level.

1. Jack: Getting the support services coordinated and effective is the first thing needed. Curriculum change comes second.

2. Bruce: The closer you can get students' occupational interests interacting with subject matter, the better off you are. This leads to the possibility that curriculum change, not support services, should perhaps come first or, at least, simultaneously with changes in support services. (The support services are, in many places, individually adequate now, but they badly need coordination for effective career education.)

3. Al: My preference is for curriculum emphasis first. If the faculty become concerned enough about the importance of career education, they will see to it that support services are changed in ways making them better coordinated and more adequate.

Issue: What prospects exist for Federal funding for career education in higher education?

A. Introductory remarks

1. Jack: Federal funds should be limited to those institutions that have already begun to do something on their own.

2. Al: There needs to be a substantial amount of Federal funds sufficient to make a strong initial push. If this is done, the effort will remain after the Federal funds disappear. If you do it in a half-hearted way, it isn't likely to last after the Federal dollars disappear.

   a. Bill: There has been some residue of National Defense Education Act Counseling and Guidance Institute funds but, for most institutions, the programs disappeared when the funds ran out.

      1. Lucille: NDEA paid primarily for participant stipends and costs. Obviously, no university can be expected to continue in this vein!

3. Anna: A college degree today is worth about what a high school diploma was worth 20 years ago. Thus, what used to be thought of as "need for counseling" in the high school is now transferred to the undergraduate college years.

4. Jack: Federal funds will have a greater and more positive influence on career education in higher education now (while colleges are hurting financially) than will be true when the colleges once more become relatively more affluent.

5. Dave: The way funds are earmarked is important. They should be restrictive and programmatic in nature.

B. In what ways would Federal funds be used for career education in higher education?

1. Lucille: We need something like NDEA now to get career counselors trained to work in higher education settings.

a. Bruce: Perhaps we need even more funds for faculty development in career education. Faculty members are interested and this would be a good use of Federal career education funds.

b. Jack: Whatever is done shouldn't be done "ala NDEA" (where participants got most of the funds and left the university with no way to continue).

c. Bill: There are many positions in most universities which are assigned career responsibilities whose occupants have little or no formal training along career education lines. Funds could be used for this.

NOTE: Consensus was that, if this is done, it should be done on a team basis so that better coordination of services would result.

d. Dave: Tangible things stay, but abstract concepts go away when the money disappears. If you put money into changing faculty in ways that help them develop home-made materials, it will be a disastrous thing to do in the long run. That is, it is inevitable that some other thing will come along in a few years providing funds for faculty to develop materials for them, and that would leave career education with nothing. (Note: this is an important point). Maybe computer assisted counseling/decisionmaking systems could be paid for by Federal funds.

C. What are the chances of getting business/industry and/or university matching support for Federal funds aimed at supplementing career education on the university campus?

1. Ron: The potential from business/industry is good. They say they're interested now.

2. Bruce: The climate is right. Business and industry are encouraging us to get proposals for career education into them now.

3. Don: To write a law that called for matching funds from business/industry with Federal funds would have great appeal for business and industry.

4. Bill: There's more interest in funding for special projects than for funding the concept of career education.

5. Anna: If we could tie it in with minority recruiting efforts, it would have still greater appeal.

D. Would we be better off pushing for increased demonstration grants to higher education rather than for implementation funds at this time?

1. George: Yes. We simply don't have a useable model now for career education in higher education.

2. Ron: Yes. We need a series of career education models for higher education analogous to the four K-12 models that were begun in 1972.

3. Jack: Yes, but there should be a timetable established for implementation. We are further along in career education among higher education institutions now than K-12 settings were when they started in 1971. The time between demonstration and implementation must be shorter (by several years) for higher education than it has been at the K-12 level.

4. Bob: Research aspects (including provisions for doctoral student research in career education) should be a part of any higher education career education legislation enacted. The research aspects need to be emphasized.

5. Lucille: Most Bureau of College Support Requests for Proposals allow for funding, planning, implementation or research. Perhaps this is what we need to consider in career education proposals.

roster of participants

ROSTER OF PARTICIPANTS

Mr. Paul Adams, Jr.
Education Specialist
U.S. Navy Recruiting District
Cleveland
16101 Snow Road
Brook Park, Ohio 44142

Dr. Robert Alley
Coordinator of Outreach Programs
Department of Instructional Services
Box 28
Wichita State University
Wichita, Kansas 67208

Ms. Elizabeth Babcock
Counselor, Adult Life Resource Center
Division of Continuing Education
University of Kansas
Lawrence, Kansas 66045

Ms. Lurline J. Baker
Job Development Specialist
St. Louis County Probation Department
17 North 4th Avenue West
Duluth, Minnesota 55802

Dr. John Barnett
Chairman, Department of Curriculum
and Administration
Kansas State College of Pittsburg
Pittsburg, Kansas 66762

Mr. Ronald L. Betts
Director, Career Planning and
Placement Center
University of North Dakota
Grand Forks, North Dakota 58201

Dr. David Bickimer
Project Director
PACE University Graduate School
PACE University Plaza
New York, New York 10038

Dr. William C. Bingham
Professor and Chairperson
Department of Psychological
Foundations of Education
Graduate School of Education
Rutgers, The State University
New Brunswick, New Jersey 08903

Mr. F. Wayne Blann
Coordinator, Regional Career
Resource Center Project
Johnson State College
Johnson, Vermont 05656

Commander John Brame
Director, Education
Liaison Division
Navy Recruiting Command
4015 Wilson Boulevard
Arlington, Virginia 22203

Dr. Hartley B. Campbell
Education Program Director
U.S. Army Recruiting Command
Attn: USARCASP-E
Fort Sheridan, Illinois 60037

Dr. Donald Carson
Director, Career Resource Center
Arapahoe Community College
5900 South Santa Fe Drive
Littleton, Colorado 80120

Dr. Donald Cassella
Director, Contract Learning
Center
Box A52
Birmingham Southern College
Birmingham, Alabama 35204

Dr. JoAnn Chenault
Director, Human Services
Graduate Program
Box 49
School of Education
Southern Illinois University
Edwardsville, Illinois 62025

Dr. Dwight Cline
Assistant Director
Center for Career and Vocation-
al Teacher Evaluation
Western Kentucky University
Bowling Green, Kentucky 42101

Ms. Sparkle Crowe
Education/Military Coordination Project
120 West Market Street - 10th Floor
Indianapolis, Indiana 46204

Ms. Denis Cummings
Public Information Director
Albuquerque Technical Vocational Institute
525 Buena Vista, S.E.
Albuquerque, New Mexico 87106

Dr. Jack W. Daniels
Director, Career Development Center
University of Southern Mississippi
Box 112
Southern Station
Hattiesburg, Mississippi 39401

Mr. J. Warren Davies
President, Lincoln Technical Institute, Inc.
10 Rooney Circle
West Orange, New Jersey 07052

Dr. Calvin Dellefield
President, Community College Centers of San Francisco
33 Gough Street
San Francisco, California 94103

Dr. David Doherty
Director, Research & Development
Flint Community Schools
923 E. Kearsley Street
Flint, Michigan 48502

Dr. Claude P. Duet
College of Education
University of New Orleans
Lake Front
New Orleans, Louisiana 70122

Dr. Edward P. Duggan
Coordinator of Internships
Assistant Professor of Economics
Dickinson College
Carlisle, Pensylvania 17013

Dr. Patricia Edwards
Assistant Director
National Center for Community Education
1017 Avon
Flint, Michigan 48503

Dr. Ronald Esposito
Coordinator of Career Education Program
Horace Mann 049
Rhode Island College
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

Dr. John Fallon
Assistant Professor and Consultant
Institute for Community Education Development
Ball State University
222 N. College Avenue
Muncie, Indiana 47306

Dr. Marvin Fielding
Vice President for Instruction
State Fair Community College
1900 Claredon Road
Sedalia, Missouri 65301

Dr. Rodney Fleeman
Director, Cooperative Project
Chadron State College
Chadron, Nebraska 69337

Dr. Glenn Fugelsby
Chairman, Department of Industrial Education and Technology
Eastern Washington State College
Cheney, Washington 99004

Mr. Dale S. Furbish
Coordinator, Career Life Development Center
Box 4195
Virginia Western Community College
Roanoke, Virginia 24015

Mr. Donald Hanratty
Coordinator, Career Education Program
Itawamba Junior College
Tupelo Campus
653 Eason Boulevard
Tupelo, Mississippi 38801

Ms. Ginger Hansel
1643 Park
Houston, Texas 77019

Dr. L. Sunny Hansen
Professor and Program Coordinator
Counseling & Student Personnel Psychology
College of Education
139 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455

Ms. Jane Hasek
Coordinator, Adult Continuing Education and Community Services
Hawkeye Institute of Technology
P.O. Box 8015
Waterloo, Iowa 50704

Mr. Richard Hauck
Director of Counseling Services
Career Development Institute
North Dakota State School of Science
Wahpeton, North Dakota 58075

Mr. Homer Hefner
Coordinator, Student Personnel Services
Pickens Area Vocational-Technical School
Jasper, Georgia 30143

Dr. Kenneth Hill
Chairman, Career Education, Teacher Education
School of Education
1910 University Drive
Boise State University
Boise, Idaho 83725

Mr. Kenneth Hills
Director of Counseling
Lane Community College
4000 E. 30th
P.O. Box 1E
Eugene, Oregon 97405

Mr. Oscar Hinojosa
Manager of Instructional Services
Texas State Technical Institute
Rio Grande Campus
P.O. Box 2628
Harlingen, Texas 78550

Dr. John F. Hoffman
Director, Counseling and Placement
Niagara County Community College
Sanborn, New York 14132

Dr. Bessie Howard
Teacher Corps Project
School of Education
Howard University
Washington, D.C. 20059

Dr. Orval Hughes
Workshop Coordinator
Department of Education
New Mexico Highlands University
Las Vegas, New Mexico 87701

Ms. Lee Ingalls
Office of Student Employment and Career Development Services
University of Colorado, Colorado Springs
Colorado Springs, Colorado 80907

Dr. William Israel
Director, Special Projects
Council of Chief State School Officers
1030 15th Street, N.W.
Washington, D.C. 20005

Mr. Acy L. Jackson
Associate Dean of Students
College of Wooster
Wooster, Ohio 44691

Ms. Doris Jones
Director
Career Counseling and Placement/Cooperative Education
Livingstone College
701 W. Monroe Street
Salisbury, North Carolina 28144

Dr. Alan Kahler
Director, Iowa Models Project
Iowa State University
223 Curtiss Hall
Ames, Iowa 50010

Dr. Charles Kenney
Chairman, Education Action Council
Santa Ana Unified School District
1405 French Street
Santa Ana, California 92701

Dr. Jeffrey Kleinberg
LaGuardia Community College
31-10 Thomason Avenue
Long Island City, New York 11101

Mr. Ray LaFreniere
Educational Specialist
New Adventures in Vocations for Youths (N.A.V.Y.)
Navy Recruiting Sub Station
151 Forest Avenue
Portland, Maine 04103

Mr. Joe E. Lee
President
Parks School of Business, Inc.
1370 Pennsylvania Street
Denver, Colorado 80203

Ms. Glenda F. Lentz
Director, Cooperative Education and Placement
University of South Florida
4202 Fowler Avenue, AOC 105
Tampa, Florida 33620

Dr. David Livers
Counselor Education Center
De Garmo Hall 341
Illinois State University, Bloomington
Normal, Illinois 61761

Mr. George S. Lulos, Jr.
Director, Career Education
Glassboro State College
Glassboro, New Jersey 08028

Dr. John R. MacKenzie
Director, Labor Studies Center
University of D.C.
1331 H Street, N.W.
Washington, D.C. 20005

Mr. Patrick MacWalters
Education Liaison
Navy Recruiting District Newark
Gateway 1 Building
Raymond Plaza West & Market Street
Newark, New Jersey 07102

Dr. Donald E. McCreight
Associate Professor
Resource Development Education
Rodman Hall
College of Resource Development
University of Rhode Island
Kingston, Rhode Island 02881

Dr. Bruce McQuigg
Associate Professor of Education
Indiana University
Bloomington, Indiana 47401

Dr. George Mehallis
College Dean of Occupational Education
Miami-Dade Community College
11011 S.W. 104th Street
Miami, Florida 33176

Mr. Gerold Mellott
Vice President, Strayer College
601 13th Street, N.W.
Washington, D.C. 20005

Dr. William Mermis
Director, Human Services Graduate Program
Box 49
School of Education
Southern Illinois University
Edwardsville, Illinois 62025

Mr. Robert Miles
South Central Community College
60 Sargent Drive
New Haven, Connecticut 06511

Mr. Wayne Miller
Director, Oklahoma State Tech
4th and Mission Road
Okmulgee, Oklahoma 74447

Mr. Norman Milliken
Chairman, Ad Hoc Committee
on Career Education
Montana State University
Bozeman, Montana 59715

Dr. Robert B. Moore
President, Orange Coast College
2701 Fairview Road
Costa Mesa, California 92626

Dr. Patrick Mullarney
Director, Northeast Community
Education Center
University of Connecticut
U-142
Storrs, Connecticut 06268

Dr. Bennat C. Mullen
Professor of Education
Stephen F. Austin State University
Nacogdoches, Texas 75961

Mr. Jay L. Nelson
President, Utah Technical College
at Salt Lake
4600 South Redwood Road
Salt Lake City, Utah 84107

Dr. Betty J. Newlon
Director, Career Education Project
College of Education, Room 206
University of Arizona
Tucson, Arizona 85721

Sister Ann Margaret O'Hara, S.P.
St. Mary of the Woods College
St. Mary of the Woods, Indiana 47876

Dr. LeVene A. Olson
Associate Professor
Department of Occupational, Adult
and Safety Education
Marshall University
Huntington, West Virginia 25701

Dr. Lucille Patton
Dean, School of Special Arts
and Sciences
Central State University
Edmond, Oklahoma 73034

Mr. C. Allen Paul
Dean, Technical Vocational
Education
Grossmont Community College
8800 Grossmont College Drive
El Cajon, California 92020

Dr. Joseph Quaranta
Chairman, Faculty of Special
Services
253 Arps Hall
1945 N. High Street
The Ohio State University
Columbus, Ohio 43210

Dr. Robert Reardon
Director, CCIS Center
Florida State University
109 Bryan Hall
Tallahassee, Florida 32306

Dr. Ralph Ressler
Director of CACO Project
College of Education
Virginia Polytechnic Institute
Blacksburg, Virginia 24061

Mr. Tom Richards
Director of Community Schools
Adult Education
301 N. 29th Street
Boise, Idaho 83706

Dr. William K. Richardson
Department of Counselor
Education
156 Ruffner Hall
University of Virginia
Charlottesville, Virginia
22903

Dr. Lee Richmond
Assistant Professor of
Education-Counseling
The Johns Hopkins University
101 Whitehead Hall
Baltimore, Maryland 21218

Mr. Bruce Ritter
Director, Career Development
Center
University of Maryland
College Park, Maryland 20742

Dr. Alan G. Robertson
Director of Graduate Studies
Lewis and Clark College
Portland, Oregon 97219

Ms. Hazel Rockhold
Director of Special Career Education Program
Hutchinson Community Junior College
1300 N. Plum Street
Hutchinson, Kansas 67501

Dr. K. Hugh Rohrer
Director, Regional Center for Community Education
Alma College
Alma, Michigan 48801

Dr. John Rowlett
Vice President for Academic Affairs
Eastern Kentucky University
Richmond, Kentucky 40475

Ms. Jane S. Schacter
Associate Professor and Coordinator
Department of Cooperative Education
360 Huntington Avenue
Northeastern University
Boston, Massachusetts 02115

Dr. C. Donald Schumacher
Director Counseling Services
The University of Maine at Machias
Machias, Maine 04654

Dr. Charles W. Scott
Director
Counseling and Career Development Center
Mississippi College
Clinton, Mississippi 39058

Mr. Donald L. Seneker
Director, Law Enforcement Programs
Police Academy Building
Missouri Southern State College
Newman and Duquesne Roads
Joplin, Missouri 64801

Dr. Charles E. Shain
Director
Institute for Off-Campus Experience and Cooperative Education
Northeastern University
Boston, Massachusetts 02115

Mr. Dennis Shaw
Director, Cooperative Education
College of Great Falls
Great Falls, Montana 59405

Dr. James Showkeir
Director, Center for Community Education
350 McGuffey Hall
Miami University
Oxford, Ohio 45056

Dr. Edward D. Smith
Professor and Chairperson of Counselor Education
Anderson Hall
West Chester State College
West Chester, Pennsylvania 19380

Ms. Joan Smutny
Coordinator, Career Education
National College of Education
2840 Sheridan Road
Evanston, Illinois 60201

Mr. M. Gary Talley
President, Brown-Mackie College
126 South Santa Fe
Salina, Kansas 67401

Dr. Lonnie D. Timmerman
Professor, College of Education
Drake University
Des Moines, Iowa 50311

Ms. Anna Torosian
Professor of Engineering
University of D.C.
Washington, D.C. 20004

Dr. Robert Van Vliet
Assistant Professor
Education Department
Plymouth State College
Plymouth, New Hampshire 03264

Dr. Darrell L. Ward
Director, Interinstitutional Consortium for Career Education
3180 Center Street, N.E.
Salem, Oregon 97301

Mr. Ken Watson
Director, Vocational and
Community Education
Marysville School District
4220 80th Street, N.E.
Marysville, Washington 98270

Ms. Lois Weihe
Director of Impact Program
for Women
Kirkwood Community College
6301 Kirkwood Boulevard, S.W.
P.O. Box 2068
Cedar Rapids, Iowa 52406

Mr. Robert A. Weimont
Assistant Dean of Instruction
Southern Maine Vocational
Technical Institute
Fort Road
South Portland, Maine 04106

Dr. Sheldon Weissman
Chairman, Career Education
California State University,
Sacramento
Adm. Room 259
6000 J Street
Sacramento, California 95819

Dr. J. B. Whitely
President, Houston Community College
22 Waugh Drive
Houston, Texas 77007

Mr. Van R. Williamson
Education Specialist
Navy Education Liaison Program
Navy Recruiting District, St. Louis
210 North 12th Street
St. Louis, Missouri 63101

Dr. Reginald Wilson
President
Wayne County Community College
4612 Woodward Avenue
Detroit, Michigan 48201

Dr. Gil G. Woolard
County Director
Kershaw County Vocational Center
Route 2
Camden, South Carolina 29020

Dr. John Zaugra
Assistant Professor
Department of Education
Career Education
Idaho State University
Pocatello, Idaho 83209

Observers

Mr. Michael Brown
Associate, Ellis Associates,
Inc.
P.O. Box 466
College Park, Maryland 20740

Mr. Richard Delmonte
Associate, Wakefield
Washington Associates, Inc.
1129 20th Street, N.W.
Washington, D.C. 20036

Dr. David Novicki
207 Student Services
Michigan State University
East Lansing, Michigan 48824

Ms. Nancy Varga
Education Specialist
U.S. Navy Recruiting Command
4015 Wilson Boulevard
Arlington, Virginia 22203

participant profiles

NAVY RECRUITING DISTRICT CLEVELAND

Career Education Profile

Address and Contact Person: Paul L. Adams, Jr., Education Specialist
U. S. Navy Recruiting District
Cleveland
16101 Snow Road
Brook Park, Ohio 44142

Background: The two Education Specialists at Navy Recruiting District Cleveland act as a liaison between the Navy Recruiting District and the academic and guidance community of Northern Ohio. A large portion of their activities is devoted to career awareness.

Purpose: The objective of all career awareness-related activities is to provide the Northern Ohio primary and secondary level guidance counselor and the university level guidance education faculty with current information on Navy career options and job skills. Included in this objective is the mutual exploration (military/civilian) of new methodology and the creation of new materials and programs relating to military/civilian career awareness.

Description of Program: Some of the career awareness activities in the program include military careers and awareness workshops for graduate credit conducted at local universities, Armed Service Vocational Aptitude Battery counselor orientation, taught in conjunction with university level testing practicums, and total career awareness packages staged at the secondary level from ten week periods to fifty minute sessions.

Unique Features: All activities are developed and conducted with a humanistic approach focused on the individual needs, desires and levels of competency.

WICHITA STATE UNIVERSITY

WICHITA, KANSAS 67208
PHONE MURRAY 3-7561

COLLEGE OF EDUCATION

Address and Contact Person: Dr. Robert Alley
Coordinator of Outreach Programs
Dept. of Instructional Services
Box 28
Wichita State University
Wichita, Kansas 67208

Background: Wichita State University has been a leader in in-service education for teachers over the past several years. This institution has developed an especially significant model for in-service education for teachers. The model might well become the prototype for other institutions. The College of Education serves nearly 2,000 teachers on a regular, part-time, basis along with nearly 1200 undergraduate teacher education students.

Purpose: Wichita State University serves two major functions. The first is the normal teacher education function of working with both graduate and undergraduate students in degree-oriented professional education fields. Secondly, this institution has a long history of service to school district and teacher in-service needs which can best be met through cooperative efforts between the local school districts, a teachers association, and the University.

Description of Program: A number of significant in-service options have been made available to teachers in the Wichita, Kansas region through cooperative efforts of local school systems and Wichita State University. A cooperatively developed Reading Center, A Teacher Renewal Center, and a number of other cooperative in-service projects are examples of activities which have resulted from these cooperative efforts. These efforts have been designed to: a) provide a theoretical construct upon which teachers may base their efforts; b) assist in the development of practical teaching strategies which will function effectively in the classroom; c) recognize in-service education as a legitimate form of teacher education for purposes of degree and credentialing pursuits by teachers, and d) assist the teacher in receiving recognition, through salary schedule advancement, for efforts which are professionally rewarding to the teacher, but at the same time serve the greater function of the school district and the profession at large.

Unique Features: Wichita State University has been able to work most effectively with local school systems in the cooperative development of in-service work for teachers. The degree of cooperation between the Wichita Public Schools and Wichita State University is indeed a unique feature in urban educational settings.

THE UNIVERSITY OF KANSAS
Adult Life Resource Center
Division of Continuing Education
13th and Oread 913 864-4794

Address and Contact Person: Elizabeth K. Babcock
Coordinator, FIRST (1-800-532-6772)
Counselor, Adult Life Resource Center
Division of Continuing Education
University of Kansas
Lawrence, Kansas 66045

Background: The Adult Life Resource Center (ALRC) is a part of the Division of Continuing Education at the University of Kansas. For the eight previous years, the unit was known as "Student Services" and had the charge of advising and counseling continuing education students, community adults on site and at outreach counseling centers, and independent study students around the globe. The growing awareness that the students were more importantly adults with many responsibilities and whose counseling needs were mainly developmental in nature prompted the change in the center's name. The Adult Life Resource Center serves adults throughout the state. The program has one full-time director, three counselors and two program coordinators.

Purpose: ALRC is an adult education programming unit pledged to helping adults cope with normal, predictable life cycle change.

Description of program: The Adult Life Resource Center is currenlty involved in these operations: 1) Counseling (personal, academic advising, career counseling, testing, senior scholars and outreach counseling services); 2) Workshop series for professionals who are upgrading skills and for adults at various points in the adult life cycle; 3) Resources for adult educational and career information via an accessible library and a state-wide inward WATS information service for all Kansas); 4) Research (identification of target groups, needs assessment, program and service evaluation, journal articles, external assessment and experimental research on ALRC programs and training manuals); 5) Consulting with other adult-centered delivery networks such as other Kansas colleges, mental health facilities, the state ABE program, and the Veteran's Administration systems career development program for R.N.'s; 6) Development, on the basis of experimental research of career training manuals for adults.

Unique Features: In February, 1976, ALRC initiated a statewide inward-WATS line called FIRST (For Information and Referral Services Toll-free). FIRST answers any questions on learning opportunities or career preparation available in the state. Over 90% of FIRST callers, in a follow-up evaluation, rated the information provided as good or exellent in regard to its accuracy, relevancy and usability. Over 40% of those responding actually used the information to facilitate their entry or return to some kind of education.

St. Louis County

OFFICE OF THE PROBATION DEPARTMENT
DISTRICT AND JUVENILE COURTS AT
DULUTH, HIBBING AND VIRGINIA

CHIEF PROBATION OFFICER
PATRICK H. HEASLIP

DISTRICT SUPERVISORS
DULUTH
ROBERT J. McDONALD
HIBBING
RICHARD J. RAHJA
VIRGINIA
ANTHONY BRIMSEK

Address and Contact Person: Lurline J. Baker-Job Development Spec.
St. Louis County Probation Department
17 North 4 Avenue West
Duluth, Minnesota 55802

Background: The Adult Career Development program in the State of Minnesota has no definite plan of operation. The Minnesota State Board of Education appointed a task force on career education in the spring of 1976.

Purpose: The primary purpose of the Minnesota Task Force on Career Education is to increase awareness in both youths and adults. At present, the task force has developed a plan for kindergarten through the twelfth grade. The future plans of the task force are to develop plans that range from birth to death. The Minnesota Task Force is interested in exploring options and assisting in developing a more positive self image in relation to present and future environments to include jobs, family, etc.

Description of Program: An assessment of the career education needs of adults in Minnesota has not been established as stated in the purpose. The areas of kindergarten through twelfth grade have been completed. The elements of Minnesota Career Education will have emphasis placed on eight areas. These areas being: self awareness; education awareness; career awareness; economic awareness; decision making; beginning competency; employable skills; appreciations and attitudes. Plans to expand the size of the program are now being developed and should be fully implemented within the next three years.

Unique Features: Minnesota Career Education's unique feature is the establishment of a task force that consists of school administrators, faculty, school board members, community leaders (both social and political), union leaders, employers, parents, students, school counselors, training institutions (postsecondary, public and private), and corrections personnel. Eleven regional meetings will be held in order to:

1. inform the groups of the plan for career education;
2. motivate participants to become involved in developing career education in their district;
3. lay the ground work for conducting needs assessments in each district involving both community and schools.

KANSAS STATE COLLEGE of PITTSBURG

DEPARTMENT OF CURRICULUM AND ADMINISTRATION

66762

Address and Contact Person: Dr. John Barnett
Chairman, Department of Curriculum
and Administration
Kansas State College of Pittsburg
Pittsburg, Kansas 66762

Background: Kansas State College of Pittsburg is the only school within a hundred-mile radius in the states of Kansas, Missouri, Oklahoma, and Arkansas which has an accredited graduate program. The college has long been noted as a field-oriented campus with primary emphasis on in-service teacher education.

Purpose: The primary thrust of the career education program at Kansas State College of Pittsburg is to incorporate career education concepts into the classroom curriculum of local teachers.

Description of Program: Career Education at Kansas State College of Pittsburg is composed of a three-phased model. The first phase consists of a team-taught modularized orientation course on the philosophy and background of career education. The teaching team consists of a college counselor, two college curriculum specialists, a high school supervisor, an elementary principal, and two elementary classroom teachers. The second phase of the model is a graduate seminar in curriculum implementation. It incorporates the principles learned in the previous module into the teacher's ongoing curriculum process. The third phase is designed to instill career education at the graduate level by each academic discipline in a course required for re-certification of classroom teachers. As a result of these extensive inservice developments, more than 800 area teachers have incorporated career education concepts into the ongoing classroom curriculum.

Unique Features: This institution was organized sixty years ago as a manual training school and has gained a national reputation in industrial and technical sciences. Close cooperation has existed between the School of Technology and Applied Sciences and the School of Education in developing the career education concept. Because of an outstanding career education program in local public schools, the college has worked harmoniously with the local district and its larger community to fuse this concept into the ongoing education process.

The University of North Dakota

GRAND FORKS 58202

CAREER PLANNING AND PLACEMENT CENTER
NORTH DAKOTA EMPLOYMENT SECURITY BUREAU

BOX 8176, UNIVERSITY STATION
TELEPHONE: (701) 777-3904

Address and Contract Person: Ronald L. Betts, Director
Career Planning and Placement Center
University of North Dakota
Grand Forks, North Dakota 58201

Background: The Career Development Center became a reality in August, 1975. Located between the Counseling Center and the Career Planning and Placement Center, the Center is staffed with part time graduate interns from the Counseling and Guidance Department, part time student help and professional direction provided by the Counseling Center and the Career Planning and Placement Center. The Center and its program are still embryonic, but as emphasis and support is given from the administration, staff and faculty, it has the potential to develop to meet its planned goals.

Purpose: Since the university has some 68 major fields of study in which students can enroll, the Career Development Program must provide students with the career information and exposure not provided up to the time of enrollment. Because of limited employment opportunities within the small rural communities, many young people are forced to seek employment in larger, urban areas and are unaware of career options that might be available to them.

Description of Program: Using the Life Career Development System (LCDS) designed at the University of Michigan as the basic concept and approach, workshops have been held to acquaint Student Affairs Division staff, faculty advisors, high school relations counselors, as well as staff from state level agencies and high school teachers and counselors with the Center. These people are trained facilitators for the LCDS, which provided some continuity for basic theory and approach. Courses in Life Career Development and mini-career seminars are provided by the College for Human Resource and Development using faculty and available resource personnel. Two to four sections are offered each semester. The Career Development Program is also included as a part of Freshmen Orientation.

Unique Features: The Career Development Center utilizes the staff from both the Counseling Center and the Career Planning and Placement Center in this joint venture. Student clients visiting the Career Development Center have access to counseling or placement information because the facility physically joins the Counseling Center and the Career Planning and Placement Center.

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Please reply to
NEW YORK CAMPUS
PACE PLAZA
NEW YORK, N.Y. 10038
(212) 285-3000

Pace University
New York · Westchester

WESTCHESTER CAMPUS
BEDFORD ROAD
PLEASANTVILLE, N.Y. 10570
(914) 769-3200

Address and Contact Person: Dr. David Bickimer
Project Director
PACE University Graduate School
PACE University Plaza
New York, New York 10038

Background: PACE has been a career oriented university since its inception. With the advent of the Marland inspired movement, it has sought to be a leader in the higher education aspects of the field. To do this, PACE realized it must link its program closely with all education preceding the traditional college years. Therefore, it has attempted to model the types of relationships with grades K-12 which would be most appropriate for any institution attempting to infuse career education into the overall pattern of formal education from grades K-18.

Purpose: All activities constitute a systematic effort to develop and demonstrate a model for K-18 career education with special emphasis on teachers in the elementary and secondary programs.

Description of Program: The PACE career education program embodies the following components:

a) the Career Development Center;
b) the career education infusion into all teacher training programs, pre-service;
c) the development of courses designed to teach teachers and other instructional personnel the basics of career education;
d) the development of courses to teach businessleaders the "ins" and "outs" of their role in career education, and
e) the development and demonstration of a model for K-12 inservice staff development including requirements for certification.

Unique Features: A tri-level model for inservice education has been developed over the past three years by close cooperation between PACE and the Center for Career and Occupational Education under the watchful eye of the American Association for Colleges of Teacher Education. It forms the basic activities of the Center for Career and Occupational Education University Consortium and is designed to be spread throughout the entire system of New York City.

Affiliated Institutions: New York Medical College • New York Law School • American Academy of Dramatic Arts

RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

GRADUATE SCHOOL OF EDUCATION • 10 SEMINARY PLACE • NEW BRUNSWICK • NEW JERSEY 08903

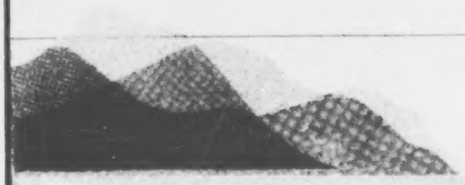
Address and Contact Person: Dr. William C. Bingham
Professor and Chairman
Department of Psychological Foundations
of Education
Graduate School of Education
Rutgers, The State University
New Brunswick, New Jersey 08903

Background: Counselor Education at Rutgers is a small program, graduates of which work primarily as school counselors, college counselors, and counselor educators. An introductory course in vocational development theory and a research seminar in vocational development treat vocational behavior directly.

Purpose: Since counselors who complete the Program work in a variety of settings, they need to be prepared to work with clients who present vocational or career concerns. Toward this end, students are exposed to as much practice, research and theory development as time permits.

Description of Program: In supervised counseling practice, students serve as counselors for a wide range of clients. A very high proportion of clients present problems associated with career planning, occupational choice, job change, vocational adjustment, etc. Dissertation study provides opportunities for those who choose to pursue research or theory in some depth. Over the past five years, at least 30 dissertations have been completed on matters related to vocational behavior, many of them on affective dimensions of career development. Special topics offerings have included occupational status of women, self-concept development, counseling with minorities and career development in atypical groups.

Unique Features: A small number of students are provided opportunities to plan and conduct inservice education programs, third party evaluations and workshops. In recent years, target populations for these efforts have included school counselors, University personnel in counseling and related positions, placement officers, employment security personnel and students.



johnson
state
college

johnson, vermont 05656

Address and Contact Person: F. Wayne Blann
Coordinator of the Regional Career
Resource Center Project
Johnson State College
Johnson, Vermont 05656

Background: The Vermont Department of Education, Division of Vocational-Technical Education awarded a grant to Johnson State College and Castleton State College to establish two (2) Regional Career Resource Centers. The grant is for July 1, 1976 - June 30, 1977.

Purpose: The Regional Career Resource Center grant project is designed to: (1) establish a cooperative network of local school personnel to share career education program ideas, methods of implementation and resources in order to initiate or enhance career education programs in area high schools in grades 7-12; (2) provide cooperation in resource use, curriculum development, staff training and community involvement; and (3) to provide the colleges' teacher education programs with program plans and resources in instructing pre-service student teachers in career education, thereby preparing new teachers to implement career education in their future classrooms.

Description of the Program: The college coordinator at Johnson State College works with vocational guidance counselors and teachers in four (4) area high schools. This group constitutes a "steering committee". The "steering committee" meets once each month to carry out the following activities: share program ideas; assess needs; share methods of implementation, and to coordinate resource acquisition and and development. Resources (materials, community contacts/ experiences, and activity plans) in support of planned, or already developed programs, will be purchased to meet the assessed needs of the schools. The "steering committee" will assist the schools in developing comprehensive career education plans for grades 7-12. The area schools will also be involved in the experimental implementation of the career plans to include such components as: self-exploration, career exploration, developing decision-making skills, pre-placement activities and placement activities. The faculty of the teacher education program at Johnson State College will utilize the program plans and resources developed by the "steering committee" in instructing pre-service student teachers on how to implement career education in the classrooms.

Unique Features: The project will establish a cooperative network of local school personnel and college personnel who will share resources to more effectively implement career education programs in the schools and at the college.

NAVY RECRUITING COMMAND
4015 WILSON BOULEVARD
ARLINGTON, VA. 22203

Address and Contact Person:

Commander John Brame
Educator Liaison Division
U. S. Navy Recruiting Command
4015 Wilson Blvd.
Arlington, Virginia 22203

Background: In the days of the military draft, an adequate number of high-quality young men and women were channeled into the Navy with relatively little recruiting effort. However, the end of the draft and the coming of the All Volunteer Force required that the Armed Services compete for high quality employees just as other major employers in business and industry. About the time the All Volunteer Force came into effect, the concept of Career Education was gaining increased support. In part, Career Education requires that students become aware of all opportunities for work, including work available in the military services. If the Navy is not understood as a source of work and is not dynamically a part of the national Career Education movement, then by definition, Career Education is less than fully inclusive. Career Ed is the umbrella concept for the Navy's Educator Liaison Program.

Purpose: Through the Educator Liaison Program, the Navy supports Career Education with programs designed to update and and inform educators about the work and training available to the young people they counsel.

Description of Program: The Navy's primary resource for educators involved in Career Education is the Navy Education Specialist. He or she can help plan Career Education programs at the state, regional or local level; can provide materials and information about work and training in the Navy; and can provide guest speakers, films, and other classroom resources.

Unique Features: There are approximately 70 Navy Education Specialists serving schools around the country. Educators may obtain the name and address of the Education Specialist serving their area by calling toll-free 800-841-8000. (In Georgia, call 800-342-5855).

DEPARTMENT OF THE ARMY

HEADQUARTERS UNITED STATES ARMY RECRUITING COMMAND
FORT SHERIDAN, ILLINOIS 60037

Address and Contact Person: Dr. Hartley B. Campbell
U. S. Army Recruiting Command
Attn: USARCASP-E
Fort Sheridan, Illinois 60037

Background: The US Army has a long history of involvement in career development programs although these have sometimes been known by other designations. The General Educational Development (GED) Program has a tradition of meeting educational and career needs of soldiers through individual and group counseling, testing, and instructing when a need is identified. Every major Army post has an Education Center providing these services. Avocational, vocational, and academic college course work is available in cooperation with accredited colleges on post or nearly at minimum cost to the soldier.

Purpose: The objective of the Army's career development program is to enhance preparedness for job skills within the Army system, and to develop an awareness of career options within and without the Army. It is designed to promote self-awareness and self-confidence.

Description of Program: The Army Military Occupational Specialty (MOS) system is part of the 34 structured Career Management Fields (CMF). More than 400 MOS skills are taught via a variety of Army Service Schools, On-the-Job Training, and Advanced Individual Training programs. Each is a progressive step on the individual's career ladder. Concomitant with duty experiences and MOS training, other related educational programs are available for interested soldiers. More recently, Project AHEAD (Army Help for Education and Development) has helped to maximize soldier opportunities. More than 1400 post-secondary institutions are involved in this cooperative venture making it possible for a soldier to start a college vo-tech program in the school of his/her choice at the time of enlistment. Duty requirements and remote assignments sometimes necessitate soldiers pursuing non-traditional rather than classroom methods of earning credits. In all of these programs, professional counselors are available to the individual soldier for consultation and to provide additional information relating Army and civilian jobs and career goals. After completion of an Army enlistment or career, regardless of length, there is still time for the ex-soldier to pursue another rewarding career.

Unique Feature: Among the unique features of the program are two major Army publications designed to help the local Army representative (recruiter) in his contacts with school counselors and students. The Army Occupational Handbook (AOH) briefly describes each CMF and identifies every MOS, along with related representative sample civilian occupations, matching DOT codes, and other pertinent information to help young people in their career planning. The three volume US Army Career and Education Information Center (Educator Package) is even more comprehensive, covering all aspects and components of the Army.

Arapahoe
Community College

5900 South Santa Fe Drive
Littleton Colorado 80120
303 / 794 1550

Address and Contact Person: Dr. Donald Carson, Director
Arapahoe Community College Career
Resource Center
5900 South Santa Fe Drive
Littleton, Colorado 80120

Background: Career education at Arapahoe Community College is facilitated by a career resource center. The center is a focal point for all the college and community resources that can be utilized for student growth.

Purpose: The major goal is to more effectively assist people in a systematic way of relating their lives to the world of work. The process is effected at the time students enter college and will continue to be available throughout their lifetime.

Description of Program: A career resource center serves as the focal point of all activities of the project. The resource center serves students directly in the process of career development by providing career resources, career oriented activities and direct involvement with business/labor/industry community sources of the college and community in students growth. The primary target population is present and potential students. Special efforts are directed at women, minorities and low income persons from the community. The project impacts on three distinct groups who are directly involved: 1) students, 2) staff, and 3) business/labor/ industry community persons. Students have an opportunity to relate themselves to careers and to be exposed to various career development activities. Staff have an opportunity to relate course content to the work world. They also have an opportunity to develop curriculum which infuses career education concepts while being directly involved with the business/labor/ industry community. The business/labor/industry community, in return, have input into the education/training programs of the college. By doing so, they gain a better understanding of the educational community and receive employees who have a better concept of the work world.

Unique Features: The most unique feature of the program is the use of a career resource center to bring together various elements of the community to introduce the concepts of career education.

Birmingham-Southern College
BIRMINGHAM, ALABAMA 35204
1856

Contract Learning Center

Address and Contact Person: Dr. Donald A. Casella, Director
Contract Learning Center
Box A-52
Birmingham Southern College
Birmingham, Alabama 35204

Background: Birmingham Southern College is a small (1000 students) Methodist affiliated, high quality liberal arts college near downtown Birmingham, the largest city in Alabama. The Contract Learning Center began with a Lilly grant in October, 1976. The Center reports directly to the Dean of the College. The staff consists of a Director, a staff assistant, and volunteers.

Purpose: The Contract Learning Center was instituted to enable students to individualize their education. Thus, the students' career development, not the college's institutional development, becomes the central focus.

Description of the Program: Individualization is offered to students through three kinds of contracts:

1) Individualized Degree Contracts - the student may custom tailor a degree, putting together a program designed for his/her own particular life/career needs.

2) Out-of-Class Learning Contracts - the student may design learning experiences outside the classroom setting, such things as internships, work experience, pre-professional experiences, etc., all designed to further his/her own life/career goals.

3) In-Class Learning Contracts - In the classrooms of cooperating professors, students may design learning projects to further their own life/career goals.

Unique Features: The program highlights simplicity of one educational tool (the Learning Contract) utilized for so many different purposes. These include student independent career development, faculty development in the teaching-learning process, institutional renewal, and Community-College relations.

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

Center for Career and
Vocational Teacher Education

Address and Contact Person: Dr. Dwight Cline, Assistant Director
Center for Career and Vocational
Teacher Education
Western Kentucky University
Bowling Green, Kentucky 42101

Background: Since its inception in 1971, the Center for Career and Vocational Teacher Education at Western Kentucky University has served elementary, secondary, post-secondary, undergraudate, and graduate students, as well as faculty at these levels. The director and professional staff of six are centered in the College of Education; however, the staff work in six of the seven colleges of the University.

Purpose: The career education program at W.K.U. was developed to promote the concept of Career Education at all levels.

Description of Program: The Career Education program at W.K.U. is directed at service to the faculty and students of the University and the surrounding area. At the University, each of the major disciplines offers a survey course in which students can get an in-depth look at each discipline. Also, each student is encouraged to explore as many of the different disciplines as he/she would like. These courses are geared toward familiarization with the subject matter of the discipline, careers available within the discipline, and useful application of the subject matter in other careers. Individual and group counseling are available. The University has a large selection of films, other audio-visual materials, and printed materials available to the student, whereby he/she may explore a variety of careers.

Unique Features: Western Kentucky University is traditionally a teacher's college. Therefore, careers in education are emphasized. W.K.U. also conducted two work experience programs utilizing the University campus as an experimental setting. Approximately 250 students participated in real work settings on the University's campus.

STATE OF INDIANA

Dr. Harold H. Negley Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
ROOM 229 – STATE HOUSE
AREA CODE 317-633-6610

INDIANAPOLIS 46204

EDUCATION/MILITARY
COORDINATION PROJECT
120 W. Market Street – 10th Floor
Indianapolis, Indiana 46204
317/633-6610

Address and Contact Person: Sparkle Crowe, Director
Education/Military Coordination Project
120 West Market, 10th Floor
Indianapolis, Indiana 46204

Background: The Education/Military Coordination Project is sponsored by the Council of Chief State School Officers and the Department of Defense thru the Joint Education Liaison Directors of Recruiting (JELDOR). The project is based on three assumptions: 1) the volunteer army is necessary to maintain the peace-keeping and defense functions of the military; 2) military service offers the high school graduate many opportunities for education and training; 3) a counseling approach should be used in assisting students in making the choice to enter the service in order that both the student and the military may benefit.

Purpose: Liaison between the education and the military communities as both move ahead in a common effort to help students make proper career choices.

Description of Program: To implement the project the Chief State School Officers of seven states and the Canal Zone assumed the leadership to pilot it in their states. A five member state team was appointed, consisting of the Chief State School Officer, the State director of guidance and counseling, a policy level SEA staff member, a local school administrator, and a military representative. Indiana is charged to meet the following main objectives: 1) liaison between the education and military communities as both communities move ahead in common effort to help students make proper career choices, 2) a review and assessment from an educator's point of view of information pieces currently used by the military for providing information to high school students on career and educational opportunities in the military services, 3) a determination of the State-of-the-Art at the State Education Agency (SEA) level as well as a statement of what the appropriate SEA role should be, and 4) the development of several SEA communication models.

Unique Features: This project represents the first State-level effort to provide liaison between the State Education Agencies and the All Volunteer Forces. The project has completed its first year and is about to begin a second year of work to disseminate pilot state activities to an additional 24 states.

Albuquerque Technical-Vocational Institute

525 Buena Vista, S.E. • Albuquerque, New Mexico 87106 • Telephone 843-7250

LOUIS E. SAAVEDRA
Vice President

DAVID E. SMOKER
Director, Student Services

Address and Contact Person: Denis Cummings
Public Information Director
Albuquerque Technical-Vocational Institute
525 Buena Vista, S.E.
Albuquerque, New Mexico 87106

Background: The Vocational Enrichment Program of the Albuquerque Technical-Vocational Institute (T-VI) began offering high school "mini classes" in the winter semester of 1970 at each high school after the regular school day ended. Operated by T-VI's Evening Division, enrollment has totalled 28,000 from 1970 until present. Although high school credit has been granted for the classes since they began, the VEP is considered a postsecondary program by the Albuquerque Public Schools, T-VI and the state chief of public school finance because it is in addition to the regular school day.

Purpose: The classes were begun by T-VI with an exemplary programs grant from the State Department of Vocational Education for numerous reasons: 1) to fill a need for vocational skill building and exploratory experiences for high school students in the city, 2) to demonstrate to the high schools that vocational programs could be designed and implemented without a great expenditure of funds and 3) to demonstrate to the public schools that high school students are interested in vocational education. Many schools did and continue to offer only a limited number of vocational classes and many students were prevented from taking them because their own requirement-laden schedules did not leave time for vocational classes.

Description of Program: Most classes of a vocational content requested by an individual school, for which a teacher can be found and for which at least 15 students enroll, will be offered through the VEP. T-VI designates and pays a part-time coordinator at each school. Most of the teachers for the program are also located at the home high school although, on occasion, a teacher is imported from the community or another school. Classes meet two or three days a week, usually for two hours each session. They range from decorative wrought iron and COBOL to livestock carcass evaluation and radio broadcasting. Some classes are of an exploratory nature while others, such as cashiering, provide an entry level skill for employment. The schedule of classes differs at each school and from semester to semester. It was originally intended that the public schools would assume funding of the program after a demonstration period but this has not occurred. Therefore, the program is not limited to public high schools.

Unique Features: The vocational enrichment classes provide, tuition-free, on a voluntary basis, an opportunity for high school students to develop career awareness and elementary job skills, even if their required or college prep schedule does not leave time for vocational studies during the regular school day. The program is very popular and is a highly visible community service.

University of Southern Mississippi
Southern Station, Box 112
Hattiesburg, Mississippi
39401

Office of the
Career Development Center

Address and Contact Person: Dr. Jack L. Daniels, Director
Career Development Center
University of Southern Mississippi
Hattiesburg, Mississippi 39401

Background: Since its inception in 1974, the Career Development Center has served graduate and undergraduate students, faculty, junior high and high school students, and adults in this geographical area. The Director, the Coordinator of Career Development and the Coordinator of Cooperative Education work full time; three doctoral students work part time in the Student Services Building.

Purpose: The Career Development Center is designed to assist individuals in planning and developing career directions, strategies and goals. The Center also aids parents, educators, ministers and others in working more effectively with students in career development through the career consultation service.

Description of Program: The Career Development Center offers four related services and programs. The Career Information Service offers a collection of current career-related materials pertaining to a wide range of career fields. The Career Communication Service prepares, edits and disseminates career information and opportunities. Individuals interested in career evaluations or establishing career directions are aided by the Career Development Service. This service offers career testing and consultation to help the individual assess his background and training in relation to career goals. A Cooperative Education Program allows students to alternate quarters of traditional classroom instruction with on-the-job work experience relevant to their academic major.

Unique Features: Career consultation offered by the Career Development Service is open to parents, counselors, educators, students, ministers and others. Parents of students involved in Career Development may participate in conferences with their children.

LINCOLN TECHNICAL INSTITUTE 10 ROONEY CIRCLE, WEST ORANGE, NEW JERSEY 07052

EXECUTIVE OFFICE
(201) 736-9340

Address and Contact Person: J. Warren Davies, President
Lincoln Technical Institute, Inc.
10 Rooney Circle
West Orange, New Jersey 07052

Background: Lincoln Technical Institute was established and incorporated in Newark, New Jersey in 1946, and has been in continuous operation since that date. There are now campuses opened in Maryland, Indiana, Pennsylvania, Texas, Iowa, Illinois, and Washington, D.C.

Purpose: Lincoln Technical Institute is committed to the advancement of career education and dedicated to individuals who desire to improve their opportunity for career success.

Description of Program: The school offers vocational programs in the areas of air-conditioning and refrigeration, automotive-diesel technology, electronics, drafting, and business. The school works with and is responsive to the needs of industry. In addition, the Job Placement Service assists students in finding jobs by maintaining contact with industry, counseling students on interviewing techniques and personal development, and follow-up contact with graduates.

Unique Features: Lincoln Technical Institute maintains extensive contact with area high schools through working with counselors and participating in "Career Day" activities. Moreover, several full-time scholarships are awarded each year to winners of the Annual Scholarships Awards Program.

Union • Baltimore • Philadelphia • Washington, D. C. • Allentown • Pennsauken • Indianapolis • Chicago • Dallas • Tampa • Des Moines

Community College Centers of the San Francisco Community College District

Dr. Calvin Dellefield
President

Address and Contact Person: Dr. Calvin Dellefield, President
San Francisco Community College Centers
San Francisco Community College District
33 Gough Street
San Francisco, California 94103

Background: The Community College Centers has been in existence since 1971. Prior to that it was the Division of Adult and Continuing Education of the San Francisco Unified School District. Since July of 1975, the Centers have been reorganized into a Community College Without Walls serving the San Francisco City and County. The staff of the Centers consists of approximately forty administrators, fifty student personnel service types, approximately one thousand teachers and about one hundred clerical and other types of support staff.

Purpose: The basic purpose of the Centers is primarily to provide non-credit educational opportunities for adults in San Francisco. It is also getting in to the business of offering community college credit classes for adults who find it inconvenient or who are unable to go to City College.

Description of Program: The educational program of the Centers consists of class and program offerings ranging from one week to two years in duration. The level and types of instruction range from English for immigrants, elementary subjects for native illiterates, high school graduation programs to post-graduate programs for graduate nurses, emergency medical technicians and government leaders. Classes fall into the vocational areas, opportunities for personal development, for the handicapped, for the aged, etc. Last year 98,000 San Franciscans participated in College Center programs.

Unique Features: The Community College Centers is one of the few accredited community colleges in the United States that is a Community College Without Walls. It operates from eight major Centers through two hundred or more outreach locations to provide growth opportunities for adults of all ethnic backgrounds, of all ages and with all types of educational experiences.

(415) 239-3
33 Gough Street, San Francisco, CA 94103

Flint Community Schools

FLINT, MICHIGAN

Address and Contact Person: Dr. David Doherty
Director, Research and Development
Flint Community Schools
923 E. Kearsley Street
Flint, Michigan 48502

Background: One of Flint's greatest commitments has been to its membership in the National Alliance for Career Education with other school districts and in conjunction with The Ohio State University. Flint's four-year plan is to infuse career education into the K-12 curriculum and to in-service up to 1500 classroom teachers in the total career education concept.

Purpose: Flint Community Schools strive to integrate career education as a major supporting element to the overall philosophy of community education. The career education program is designed to provide maximum opportunities for career awareness, exploration, preparation, orientation, and ultimately, placement to all Flint students.

Description of Program: By infusing career education concepts into the K-12 curriculum, Flint schools are helping students to gain an awareness of occupational choices. In the elementary grades, a series of support components, including field trips, career weeks, and regularly scheduled hands-on classes, give students an awareness of career opportunities through the normal school environment. Support components of career education begin to assume a more significant role in the junior high schools. Flint's eight junior high schools are equipped with career labs which are used in conjunction with a 10-week seventh grade mini-course in career planning and decision-making. The key to high school career education programming is the attention given to students by counselors, the student's primary placement contacts. Placement is crucial to the total Flint continuum, for if students do not or cannot acquire meaningful employment, the entire process has failed.

Unique Features: In Flint, counselors maintain a complete follow-up on all graduates through the thirteenth year. Beyond the thirteenth year, vocational guidance, job retraining and enrichment opportunities are available through an extensive adult education program, an adult high school and cooperative continuing education ventures.

university of new orleans
lake front new orleans louisiana 70122 (504)288-3161

DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION

Address and Contact Person: Dr. Claude P. Duet
College of Education
University of New Orleans
Lake Front
New Orleans, Louisiana 70122

Background: The College of Education at the University of New Orleans is presently exploring the feasibility of establishing a Center for Industry-Education-Labor Cooperation in Career Education. Three faculty members have been working on the planning committee for one year, following up research which has been going on since 1974.

Purpose: To examine relationships and to foster cooperation between industry, education, and labor in the development of career education programs in the state of Louisiana.

Description of Program: To determine the extent of cooperation between industry, education, and labor in the state of Louisiana, a series of interviews and surveys were conducted in the state. In 1974, all major industries in the state were surveyed for instances of cooperation with schools. At the same time selected training and personnel managers were interviewed to ascertain their attitudes toward cooperation. In 1975, high schools in the state were surveyed to identify instances and kinds of cooperation with local business and industry. Also in this year, case studies describing model programs were compiled and presented to several groups and organizations. For 1976, the target group for study is labor, and presently surveys and interviews of labor groups and labor leaders are being conducted. The purposes of these studies are to assess labor attitudes toward and working relationships with schools.

Unique Features: The information relative to the state of cooperation between industry, education and labor is being used in the following ways: 1) for dissemination in graduate and undergraduate education courses to assist teachers, supervisors, and administrators in the development of working relationships with industry and labor; 2) for dissemination to external agencies and groups which might be interested in pursuing cooperative relationship; 3) to identify the need for a Center for Industry, Education, Labor Cooperation in career education at the University.

DICKINSON
COLLEGE
CARLISLE, PENNSYLVANIA 17013

FOUNDED 1773

Address and Contact Person: Dr. Edward P. Duggan
Coordinator of Internships
Assistant Professor of Economics
Dickinson College
Carlisle, Pennsylvania 17013

Background: Founded in 1773 to prepare youth for responsible citizenship, Dickinson began its Career Oriented Liberal Education program in 1976. Funded by the Lilly Endowment, Inc. to enrich its pursuit of this historic mission, the program involves several faculty and staff with full or partial released time. The program serves the entire student body.

Purpose: By stressing the practical application of a liberal arts education, the COLE program tries to develop in the student a plan for living which is more than just job training. Students are asked to grapple with such questions as: Why do we value the things that we do? What communication failures make us misunderstand each other? Why is it difficult to understand a problem, let alone assess the ways to solve it?

Description of Program: The COLE program tries to help students apply liberal arts skills to answer such questions utilizing three methods: 1) Core Curriculum: three faculty members are engaged in a year-long workshop trying to create a framework for courses that explore basic skills: communicating, researching, evaluating, and relating. Courses built explicitly on such skills will help students find ways of dealing with individual goals and societal complexities. 2) Internships: developed by two faculty members, allow students to explore careers while still in college. Set up to supplement classroom learning, internships serve to focus liberal arts skills and broaden students views of the world. 3) Career Advising: counselors, students, and faculty advisors offer individual workshops and self-help career materials and arrange discussions with people actually working in careers in which students are interested.

Unique Features: Relying on its liberal arts heritage, Dickinson College is trying to build a program that will enable students to create their own paths through the mixtures of choice, chance, and constraint that they will deal with for the rest of their lives.

NATIONAL CENTER FOR COMMUNITY EDUCATION

Address and Contact Person: Dr. Patricia Edwards, Assistant Director
National Center for Community Education
1017 Avon Street
Flint, Michigan 48503

Background: The National Center for Community Education, located in Flint, Michigan is operated by Eastern Michigan University through a grant funded by the Charles Stewart Mott Foundation. The Center serves approximately 500 participants a year from around the United States and other countries and is operated by one full-time director, assistant director and secretary. In the process of implementing training workshops, over thirty resource persons are invovled.

Purpose: The Community Education Training Workshop places emphasis on the "community school" model; participants from "many walks of life" attend the workshops: principals, community school directors, higher education personnel, community advisory council chairpersons, government project directors, recreation and adult education personnel, etc.

Description of Program: The National Center for Community Education is the only short-term training institution for community education. The center offers one and two-week Community Education Training Workshops throughout the year. The Workshops are designed to accomplish the following: special skill building experience in selected community education functions (community development, communications with community, etc.); dialogue with resource persons in various community education roles; opportunity to sharpen conceptual understanding of community education; exposure to the Flint Community School Laboratory; opportunity to become acquainted with community education films, program materials, resources, etc.; opportunity for each participant to develop a goal-project relating to the home environment; and opportunity to share ideas concerning community education roles, job descriptions, career exploration, etc.

Unique Features: In a cooperative venture between the National Center for Community Education and the National Community Education Association, a Job Service Bulletin was developed this year in the field of community education.

1017 Avon Street Flint, Michigan 48503 Telephone (313) 238-0463

Rhode Island College

Providence, Rhode Island 02908
Established 1854

Career Education Project

Address and Contact Person: Dr. Ronald Esposito, Coordinator,
Career Education Program
Rhode Island College
600 Mount Pleasant Avenue
Providence, Rhode Island 02908

Background: The newly established Career Education Project is associated with Rhode Island College and maintains a central office on the RIC campus. The project also operates a mobile unit designed to disseminate Career Education information throughout Rhode Island school systems. The Career Education Project is staffed by a director, a media specialist and a graduate assistant.

Purpose: The Career Education Project is primarily interested in showing school personnel the potential of career education information and its direct relation to their current activities. The Project is also concerned with the development of resources for women and bilingual/non-English speaking groups to aid their career education needs.

Description of Program: The Project's mobile unit is supplied with curriculum guides and supportive materials which are intended for direct utilization by teachers, administrators and guidance counselors. Teachers will be invited to "come abroad" the mobile unit and see both teacher-made and commercially-prepared materials for classroom use. The mobile unit will be made available to schools free of charge upon their request, at which time the staff may arrange for future seminars, workshops and presentations in connection with teacher interest and following perusal of the resources of the mobile unit.

Unique Feature: The staff will prepare a newsletter designed to inform school personnel of activities within and related to the Career Education Project.

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

SCHOOL OF CONTINUING EDUCATION
Institute for Community Education Development

Address and Contact Person: Dr. John Fallon, Assistant Professor and Consultant
Institute for Community Education Development
Ball State University
222 North College Avenue
Muncie, Indiana 47306

Background: The Institute for Community Education Development at Ball State University has been in existence since 1967, through a grant from the Charles Stewart Mott Foundation. While the Institute served as many as seventeen states in its early years, the primary region today includes Kentucky, Illinois, Indiana, and Ohio. The staff of the Institute consists of five full-time professional staff, three graduate fellows and three clerical staff members.

Purpose: The basic purpose of the Institute is to provide technical assistance, information dissemination, and training for individuals and communities working toward community education development.

Description of Program: Institute staff members are involved in a kaleidescope of activities which relate to the basic purpose of the Institute. Most of the Institute activities take place in communities within the four state region, however, such campus based activities as research, a regional monthly newsletter, degree programs in community education and facilitation of various federal and state grant programs are operated. The institute is presently working toward the development of regional support/technical assistance systems for community education development. Such systems exist in the form of both university based individuals (University Associate trainers) and community based individuals (Community Associate exemplary practioners). Under ideal conditions, these systems will have the capability to provide technical assistance to every community within the region which consists of 35 million people and 150,000 square miles within ten years.

Unique Features: The Institute has worked to preserve a generalist approach among staff members which also includes a widely representative variety of skills, backgrounds and demography. A consensus model for decision making is employed as but one dimension of attempting to authentically practice what is preached.

CAREER EDUCATION

STATE FAIR COMMUNITY COLLEGE

EXEMPLARY PROJECT K-14

Address and Contact Person: Dr. Marvin Fielding
Vice President for Instruction
State Fair Community College
1900 Clarendon Road
Sedalia, Missouri 65301

Background: State Fair Community College, in cooperation with ten school districts located in Pettis, Benton, and Cooper counties of Central Missouri, operates a K-14 Career Education program. This program serves over 10,000 students and teachers.

Purpose: The purpose of this comprehensive program is to promote all aspects of Career Education in this three county area.

Description of Program: The College is currently: 1) operating a state and locally funded K-14 school-based Career Education Program, 2) in the process of negotiations for a Part D, Exemplary Experience-Based Career Education Program, 3) operating a State funded Part C, Cooperative Job Placement Service Project, and 4) operating a federally funded, Part C (supplemented with State funds) Mediated Individualized Instruction Project. At the post-secondary level, program goals are to: 1) expand skill training opportunities for postsecondary, adult, and special needs students through cluster curriculum individualization and mediation of training programs; 2) to pilot test individualized cluster-curriculum programs and provide distribution to all schools throughout Missouri that are working in such program needs, 3) to expand a "career choice" exploratory program for postsecondary and adult students, and 4) to provide placement services for all students at any level from education to education, education to work, or work to education.

Unique Features: State Fair Community College is a unique institution in Missouri in that the College is also a designated area vocational school. This program serves the same ten area school districts.

Adult/Recurrent/Continuing Education

CHADRON STATE COLLEGE
CHADRON, NEBRASKA 69337

TELEPHONE 308-635-3606
DIRECTOR, CHADRON/SCOTTSBLUFF
COOPERATIVE PROJECT

Address and Contact Person: Dr. Rod Fleeman
Director, Cooperative Project
Chadron State College
Chadron, Nebraska 63337

Background: The career education program in teacher education at Chadron State College has been, and is, an evolving program aimed at keeping abreast of ever-changing state and local needs. The College's first involvement in career education occured in 1973 at the request of local school districts. At that time, Chadron State College initiated a number of acitivities to meet those expressed needs. Those activities included formal courses, seminars, workshops, conferences, and mini-courses in career education. At present, Chadron State College is continuing these activities as well as trying to integrate career education throughout the pre-service teacher training program.

Purpose: The career education endeavors of C.S.C. are designed to prepare students capable of converting the career education concept and philosophy into effective programs of action.

Description of Program: Chadron State College, in collaboration with local school districts and local career education projects in the panhandle of Nebraska, has initiated the following career education activities:

A course entitled Careers in Education which is an exploratory experience for high school seniors and college freshman who may be interested in pursuing a career in the field of education.

A course entitled Career Education Orientation which is an overview of career education primarily for practicing classroom teachers.

A course entitled Career Education Implementation which is a graduate level course designed for those interested in implementing a total career education program.

These are just three of many different courses, workshops, seminars, and other activities that C.S.C. has developed to meet the career education needs of students.

Unique Features: The Division of Education at Chadron State College has been able to provide individual assistance to school districts in western Nebraska by being sensitive to the changing career education needs of these districts and by being flexible enough to provide the types of education required by this group to actually implement career education.

CAREER PLANNING AND PLACEMENT

Eastern Washington State College

Address and Contact Person: Dr. Glenn Fugelsby
Chairman, Department of Industrial Education and Technology
Eastern Washington State College
Cheney, Washington 99004

Background: The Career Planning Office is maintained as a service to students, alumni, faculty, and professional groups to help them adjust to the current demand for college graduates. It offers workshops, seminars, and discussion groups.

Purpose: The Career Planning Officer provides individual assistance to students and alumni in planning and defining their career objectives to better prepare them to enter the job market.

Description of Program: In accomplishing its mission, the Career Planning Office works cooperatively with academic departments, general advising office and Psychological Services. Career planning officers talk to introductory classes in departments and encourage students to come to the office for individual sessions on career planning. The General Advising Office and academic advisors refer students to the Career Planning Office for individual sessions on career planning or answers to specific questions regarding a particular career. The Career Planning Office refers students to Psychological Services for testing when it is needed. Psychological Services also refers students to the Career Planning Office when test results indicate the need for career guidance. The Center maintains a library of occupational information, information on careers, demands, trends, collects information on employing organizations and provides placement service for all graduates and student employment assistance for all students.

Unique Features: The Career Planning Office has a computer terminal on order which will hook up directly to the Washington Occupational Information Service, a statewide system for career information.

VIRGINIA WESTERN COMMUNITY COLLEGE
P.O. Box 4195, 3095 Colonial Avenue, S.W., Roanoke, Virginia 24015, Phone 703/344-2031

Address and Contact Person: Dale S. Furbish, Coordinator
Career Life Development Center
Box 4195
Virginia Western Community College
Roanoke, Virginia 24015

Background: In an effort to make available the resources and experiences that students require for their career education, Virginia Western maintains the Career Life Development Center (CLDC). The CLDC is both a physical facility and a coordinating office. Originally established by an Office of Career Education grant as a demonstration setting, one full-time staff member now maintains the Center. Organizationally, the Center is under the Office of Student Development.

Purpose: The CLDC provides those services that permit academic education to be career relevant. Users of the CLDC are assisted in selecting a career direction, in planning for that career, in beginning to experience work, and in collaboration with faculty, learning about working and careers. Much of the activity is directed to providing students with those things they have identified as needed for their career development.

Description of Program: Eleven program components have been designed to carry out the CLDC's work. These components include individual career information and career evaluation. Co-operative Education and placement are supportive to the CLDC function. Seminar courses, facilitated by the Office of Student Development staff, provide an opportunity for broad career exploration. Outreach strategies, such as public radio programming, permit for reaching dissemination of career education. Efforts aimed at soliciting participation from teaching faculty comprise another component. Faculty who have participated, collaborated with the CLDC in providing students with career awareness and career information via classroom acitivities.

Unique Features: The target population of the CLDC are both enrolled students and non-enrolled community residents. CLDC information, counseling, and evaluation services are offered at no cost to the community. This has permitted a broad liaison with other schools and with social welfare and state agencies. Self-referred non-student clients are frequent users of the Center.

Address and Contact Person: Don Hanratty, Coordinator
Career Education Program
Itawamba Junior College, Tupelo Campus
653 Eason Boulevard
Tupelo, Mississippi 38801

Background: The Experience Based Career Education Program at Itawamba Junior College provides career development and academic skill development to school dropouts and high school graduates. The program includes on-site work experience, career exploration, current occupational information and an individualized curriculum.

Purpose: The Experience Based Career Education Program will provide individualized student learning packages with behaviorally stated objectives. The program will permit exposure to several work environments with an opportunity for observation of and experience in non-traditional settings. The students will also be assisted in developing reading comprehension skills and mathematical skills.

Description of Program: The first two weeks of the program consist of orientation sessions. These sessions include: an introduction to various occupations to assist students in making exploration selections; testing in order to give the student the best possible counseling and directions, and an introduction to resources available to the students for exploring careers. During the two-week orientation period, the student, with the help of the counselor, selects a minimum of three occupations to explore during the 11 week on-site experience phase of the program. The maximum amount of time to be spent investigating a single occupation is four weeks. Four days of each week will be spent "on-site". The fifth day will be spent planning further activities and reviewing student progress with the Learning Coordinator at the Tupelo Center. After the on-site phase, the student will return for a one-week wrap-up and evaluation of the individual's Experience Based Career Education program. At this time the student may choose to engage in further training for a chosen occupational area or enter an occupation of the present level of training with job placement assistance from the program staff.

Unique Features: Unique Features of Experience Based Career Education Program include: developmental studies program for educationally disadvantaged students; a 3 semester hour course, "Supervised Study in Career Development"; Continuing Education Unit credits for work experience in several areas; and use of the Learning Resource Centers at the Tupelo and Fulton centers.

UNIVERSITY OF MINNESOTA
TWIN CITIES

Counseling and Student Personnel Psychology Program
Department of Psychoeducational Studies
College of Education
139 Burton Hall
Minneapolis, Minnesota 55455

Address and Contact Person: Dr. L. Sunny Hansen
Professor and Program Coordinator
Counseling and Student Personnel
Psychology
College of Education
University of Minnesota
Minneapolis, Minnesota 55455

Background: One of several components of the College of Education's career education effort, Project TECE is an attempt to infuse career education into teacher education in Minnesota colleges and universities. It began at the University of Minnesota in 1973 as part of the Career Development Curriculum Project. This project was made possible under a grant from the State Department of Education, Vocational-Technical Division, through EPDA funds. A small grant from the College of Education Task Force on Career Education enabled us to expand the conference from the original 40 to over 120 participants.

Purpose: The project focused on the preparation of materials for teacher educators to use in different parts of the pre-service program to orient prospecitve teachers to career education.

Description of Program: The TECE project culminated in a one-day conference at which three modules for teacher educators were disseminated and the career education concept was presented and discussed. One year was spent by a group of faculty and students in creating materials prior to the Career Education Conference. Participants were 120 teacher educators from all of the private and public teacher education programs in the state. Teams were invited consisting of a teacher educator from elementary education, secondary education, vocational education, and administration. The day's activities included an orientation to the career development concept, a multimedia presentation developed by a local district, a panel of practitioners, and small group discussions. Three modules on career education developed during the preceding year as part of the project were distributed to all participants with the request that they read them and field test at least one activity during the 1973-74 academic year. The modules were entitled: (1) Orienting Prospective Teachers to Career Education, (2) Preparing Elementary Teachers for Career Education through Curriculum, and (3) Preparing Secondary Teachers for Career Education through Curriculum.

Unique Features: Other aspects of the college effort include programmed learning materials for secondary teachers, several courses and workshops in career development and career education, video tapes on career development of women for instructional use, and integration of career development concepts into various teacher education courses.

HAWKEYE

institute of technology

P. O. BOX 8015
WATERLOO, IOWA 50704

Address and Contact Person: Jane Hasek, Coordinator
Adult Continuing Education and
Community Services
P.O. Box 8015
Waterloo, Iowa 50704

Background: The division of Adult Continuing Education and Community Services program operates out of the Hawkeye Institute of Technology and serves all adults in all or part of ten counties. The program, begun in 1966, currently has seven full-time coordinators.

Purpose: The primary purpose of the program is to fulfill the increasing educational needs of Merged Area VII, Hawkeye Institute of Technology by offering a well diversified program. It extends its services and facilities by supplementary vocational-technical courses, in-service training, counseling, and special workshops anywhere in the Merged Area.

Description of Program: An assessment of the career education needs of adults in Merged Area VII is being conducted as well as an active program in career exploration. These needs are met by assisting adults enrolled in continuing education classes to become more aware of themselves, their own total needs in a work situation, and their career options. Individual career counseling is also available. The programs we offer are varied in format such as seminars and workshops which may be a few hours or one, two, or three days in length and continuing courses which may meet one or two days a week for six to twelve weeks. Because there are new and added educational requirements for job placement, more emphasis must be placed on career educational post-preparatory training.

Unique Features: All coordinators in our division "dovetail" their programs to better meet the needs of our clients.

North Dakota State School of Science

"A STATE SUPPORTED COMPREHENSIVE COLLEGE SERVING ALL OF NORTH DAKOTA"

TELEPHONE 701 671-1130
WAHPETON, NORTH DAKOTA 58075

Address and Contact Person: Richard Hauck
Director of Counseling Services
Career Development Institute
North Dakota State School of Science
Wahpeton, North Dakota 58075

Background: The Counseling Center provides services to the entire State School of Science community for the purposes of facilitating student and faculty efforts to maximize the students' educational and personal growth. These services are designed to help students develop and utilize their full potential so they may profit fully from their educational experience. Counseling, which may be on an individual or group basis, usually centers on such things as career development, social adjustment, personal and interpersonal growth, and academic achievement.

Purpose: This course is designed to help students explore and synthesize the two major dimensions of career development: 1) understanding of oneself and 2) understanding of careers and the world of work.

Description of Program: The Career Planning course is designed to enable the individual students to plan their careers. The course is made up of twelve one hour sessions which focus on self-concept; values exploration; purpose in college; uses and limitations of testing (Strong-Campbell Interest Inventory Self Directed Search and California Psychological Inventory); interpretation of tests; role playing with test interpretation; reporting on vocational papers assigned with the main aim of underlying the importance of work as a component of the self concept; how to use career information; job interviewing and job hunting; and evaluation and snaring of vocational information.

Unique Features: The course provides students with information regarding the types of jobs available in various geographical locations throughout the country.

Pickens Area Vocational-Technical School

Jasper, Georgia 30143

JOHN JORDAN
BOARD CHAIRMAN

TELEPHONE 692-2461

J. A. HARRIS
DIRECTOR

Address and Contact Person: Homer Hefner, Coordinator
Student Personnel Services
Pickens Area Vocational-Technical School
Jasper, Georgia 30143

Background: The Pickens Area Vocational-Technical School began its first class in the fall of 1967 and serves students in a seven county rural area in North Georgia. The school operates 18 occupational programs: Air Conditioning and Heating, Automotive Mechanics, Auto Body Repair, Business Education (Accounting, Clerical Secretarial), Carpentry, Computer Programming, Cosmetology, Drafting and Design Technology, Electrical Appliance Servicing, Electronic Technology, Machine Shop, Masonry, Medical Office Assistant, Practical Nursing, and Welding. These programs vary in length from three to eight quarters.

Purpose: The school provides postsecondary occupational training in all 18 programs along with entry level training in each field.

Description of the Program: Based upon studies conducted on students in the programs at this school, the dropout rates and problems concerning job placement, it was evident that different approaches needed to be started. Students located within the service area showed a lack of knowledge of occupations and opportunities available at postsecondary vocational-technical schools. Students enrolled in the programs were also not prepared to cope with the traditional methods of instruction. This was due in part to the wide range of abilities of students enrolled. For example, in one class there was an aeronautical engineer, a former college physics professor, and a student who had completed only up to the fourth grade. There was a large dropout rate throughout the school especially in the technical areas. Surveys of the job opportunities within the service area were not realistic; adequate forecasts were also unrealistic. Therefore, the school is now in the process of experimenting with different approaches to overcome these inadequacies.

Unique Features: 1) An Information/Recruiting Specialist has been employed to work in the high schools located within the schools' service area to provide career education information and information on training programs, 2) the school operates a Work Sample Evaluation Center whereby students who are not sure of what program they would like to enter are afforded the opportunity of trying the different work samples in determining which occupation they should enter. The school has a work sample on each of the 18 occupational programs. Basic and remedial education is available to students who need it before entering into a regular occupational program.

BOISE STATE UNIVERSITY • 1910 COLLEGE BLVD. • BOISE, IDAHO 83725

SCHOOL OF EDUCATION

Address and Contact Person: Dr. Kenneth L. Hill
Chairman, Career Education-
Teacher Education
School of Education
1910 University Drive
Boise, Idaho 83725

Background: Boise State University has both bachelors and masters degree programs for elementary and secondary teachers. Career education has evolved as part of the teacher education curriculum. There are no officially designated departments for career education or any other specialty area.

Purpose: Courses are designed to improve knowledge and skills of persons involved in career education as either certificated or non-certificated capacities.

Description of Program: Up to this time, we have had no planned curriculum for career education. A curricular offering, entitled "Occupational Teaching", has been designed and is awaiting approval. As the title suggests, the course provides a clear distinction from other teacher education programs. Similarly, it narrows the field to the world of paid work. Within this program, persons can be acommodated who are involved in teaching (as education directors in a business, in health occupations, etc.) but not necessarily in career education through the public schools.

As proposed, a series of courses may be taken to constitute a minor for undergraduates. In addition, single courses may be selected based upon individual student needs. A minor for undergraduate work would include the following required courses: Audio-Visual Aids, Foundations of Instruction, Instructional Strategies, and an Occupational Teaching Practicum. Electives would include a Communications for Teachers, Child Psychology, Adolescent Psychology, Educational Psychology, Special Methods classes (music, art, science, etc.) and Career Education.

Unique Features: Boise State University has offered a one-credit course via satellite television for teachers involving career education for specific levels or as applicable to specific disciplines.

Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405
(503) 747-4501

Address and Contact Person: Kenneth Hills
Director of Counseling
Lane Community College
4000 E. 30th, P.O. Box 1E
Eugene, Oregon 97405

Background: The basic philosophy of Career Development has been an inherent part of the Counseling Department at Lane Community College since its inception. Contact by students with a counselor upon entering the College has been mandatory. This contact with the counselors has focused on a life/career planning approach.

Purpose: The resource staff from the Student Employment/Placement, the Career Information Center and the Job Skills Lab in the Career Planning classes provides an integrated approach to assisting students in considering their career plans.

Description of Program: The current organizational structure reflects Career Development as a section of the Counseling Department. Other sections including Testing, Support Services and Foreign Students comprise the overall department.

The components of the Career Development Program include:

1) Career Information Center which utilizes the computerized guidance system of the Career Information System of Oregon; 2) a Job Getting Skills Lab which assists students in creative job search, the resume and the interview (that is, preparing themselves to present themselves most effectively on paper, in person or by phone and utilizing a video approach); 3) members of the Counseling Department teach Career Planning classes which focus on life and career planning. The class focuses on considerations of lifestyle, development of knowledge about self, gathering information about the world of work, identifying a decision-making model and an implementation plan. The fourth component of the program includes an additional part of the Career Development section, Student Employment/Placement Center which provides part-time employment for all students and placement for graduates. The placement activity is handled predominately by Cooperative Work Experience personnel through their direct contact with the community in developing practice work stations for students and through the instructors' contact with the Advisory Committee personnel and the community in general.

Unique Features: The Counseling Department has had some specific efforts, through workshops for returning women. We give encouragement for consideration of non-traditional jobs, to look beyond their present status, and encouragement in life/career change.

An Equal Opportunity Employer

Rio Grande campus

TEXAS STATE TECHNICAL INSTITUTE

HARLINGEN, TEXAS 78550

Address and Contact Person: Oscar V. Hinojosa
Manager of Instructional Services
Texas State Technical Institute
Rio Grande Campus
P.O. Box 2628
Harlingen, Texas 78550

Background: James Connally Technical Institute, which later became Texas State Technical Institute, was originated by the 59th Texas Legislature in 1965. The Rio Grande Campus at Harlingen, one of the four campuses in the State, was originally established as an extension of the James Connally Technical Institute in 1967. With a present enrollment of more than 1500, the Rio Grande Campus is a coeducational institution which offers courses of study in vocational-technical fields.

Purpose: The role and scope of Texas State Technical Institute, as defined by legislative act, is "to provide occupationally oriented programs in highly technical and vocational areas to include field or laboratory work and remedial or related academic and technical instruction related thereto. Particular emphasis will be on industrial and technological manpower needs of the State....."

Description of Program: In response to the needs of the State and local community, the Rio Grande Campus offers Vocational-Technical programs of instruction in more than 20 areas. In addition, the Institute offers vocational programs for the Educationally Disadvantaged; Apprentice, Pre-Apprenticeship, and Journeyman Upgrade; New Plant Start-Up; and Adult and Continuing Education. In response to the career needs of the students, the Institute has an integrated student services division responsible for coordinating career information to the high schools, local agencies and the community; for counseling, guidance, financial assistance, and admission of students; and for placement and follow-up of graduates. In an effort to keep the instructional programs current and relevant, the Institute maintains contact with Industry through Industrial Advisory Committees; employer-based graduate follow-up surveys; task analysis surveys; and field trips.

Unique Features: The Rio Grande Campus operates several of its programs in the open entry-open exit mode and is working toward increasing this mode of operation. There are classes in session 7:00 A.M. to 11:00 P.M., and all faculty staff are on a 40 hour work week 12 months per year.

Postsecondary Vocational-Technical Institutions

"An Equal Opportunity Employer"

TEACHING TOMORROW'S TECHNICIANS TODAY

NIAGARA COUNTY COMMUNITY COLLEGE
3111 SAUNDERS SETTLEMENT ROAD • SANBORN, NEW YORK 14132 • TELEPHONE (716) 731-4101/3271

Address and Contact Person: Dr. John F. Hoffman
Director, Counseling and Placement
Niagara County Community College
Sanborn, New York 14132

Background: Since its inception in 1975, the Career Search Center has fostered career development, both in theory and practice, for all adults in the community. A complete range of counseling and referral services for this target population is provided by two counselors and one technical aid.

Purpose: To provide the adults in the community with professional diagnostic and referral counseling services related to career planning, career decision-making, job opportunities and placement.

Description of Program: The Career Search Center at Niagara County Community College operates under the assumption that prior to actual job placement and successful work performance, one must engage in several essential internal processes. The Center helps people become aware of and identify these internal processes so that they will be better equipped to make intelligent and realistic career choices. These include clarifying one's values, setting appropriate career goals, enhancing feelings of self-worth and seeking out career information.

Unique Features: Adult counseling and referral services are available two evenings per week in addition to a regular weekday schedule.

HOWARD UNIVERSITY

WASHINGTON, D.C. 20059

TEACHER CORPS
SCHOOL OF EDUCATION
HOWARD UNIVERSITY
WASHINGTON, D.C.
PUBLIC SCHOOLS
WASHINGTON, D.C.
COMMUNITY

Address and Contact Person: Dr. Bessie Howard, Director
Teacher Corps Project
Howard University
Washington, D.C. 20059

Background: Howard University has been affiliated with Teacher Corps projects in Washington, D.C. since the early 1960's, when the Cardozo Project in Urban Teaching, prototype for the National Teacher Corps, trained returning Peace Corps Volunteers to teach in the inner city of Washington, D.C. The project has trained pre and inservice teachers in the schools, focusing on on community input and resource use in the development of relevant, individualized curriculum. This has been implemented in a variety of multi-disciplinary settings, pre-K through 12, always in response to the priority teaching needs of the city.

Purpose: The two year 1976-8 Howard University teacher corps Portal School project is designed to provide professional development that meets the needs of pre and inservice teachers at Dunbar Senior High School, in order to improve the quality of education for students in low income areas.

Description of Program: The major thrust for the educational strategies of the project is through Interdisciplinary training with a focus on curriculum development and management for an open space facility. The first six months of the project is for extensive planning and needs assessment to assure the feasibility and relevancy of training designs. Input will be solicited from and analyzed by representatives from the community, the university, and the school system. The "course" designs for inservice education will be implemented on-site in the Dunbar Portal School. Assessment will be continuous and collaborative, with a representative steering committee, parent volunteers working in the school, and a community-based education component. The pre-service design will be on the in-service continuum, with "intern" teachers relating to the inservice activities whenever possible. The four interns, in their interdisciplinary team, will receive experiential education in the school and in the community while working on their M.A.T. degrees at the university. After a first year of observation and exploratory activities in feeder schools, they will have an Intensive Internship the second year that focuses on the development of teaching competencies for secondary, interdisciplinary, open space education in the inner city.

Unique Features: Most unique is the three-pronged collaborative thrust which is responsive to the community and school.

New Mexico Highlands University

Las Vegas, New Mexico 87701

Address and Contact Person: Dr. Orval D. Hughes, Workshop Coordinator
Department of Education
New Mexico Highlands University
Las Vegas, New Mexico 87701

Background: The New Mexico Career Education Workshop was sponsored jointly by the New Mexico Highlands University and the Las Vegas/San Miguel County Chamber of Commerce. The workshop was designed to assist those who have primary responsibility for implementing career education programs at the local level.

Purpose: To provide a forum through which representatives of business, industry, labor, government and education can work together in the planning and implementation of Career Education programs in local school districts.

Description of Program: Twenty-one businesses, associations and State and federal government organizations participated in the workshop. The workshop included small group discussions for elementary, junior high and senior high levels working with the business sector in career education planning. In addition, career education materials were displayed and exhibited.

Unique Features: Participants took part in a field trip to a 1440 acre wilderness ranch in the Sangre de Cristo Mountains of Northern New Mexico. This setting served as a forum for indepth discussions and interaction in career education.

UNIVERSITY OF COLORADO AT COLORADO SPRINGS

COLORADO SPRINGS, COLORADO 80907

OFFICE OF STUDENT EMPLOYMENT AND CAREER DEVELOPMENT SERVICES

Address and Contact Person: Lee Ingalls
Office of Student Employment and Career Development Services
University of Colorado, Colorado Springs
Colorado Springs, Colorado 80907

Background: The career program consists of one three quarter time person doing career counseling and placement services.

Purpose: The program was a response to the need of students to know about career options. Combined with the placement function, this program was to fill some of the gaps.

Description of the Program: The program was constructed in 1974-75. Some information has been collected as to the percentage of graduates getting jobs in their field. This information, along with percentage change in major, starting salaries, race and ethnic composition by school, help in counseling, etc., was compiled by the officer, however it was not widely distributed. The program now offers an information area for use by students. The faculty are not really involved in the process. The Counseling Office does some testing for areas of interest and for self development and refers students to the Career Counseling/Placement Officer for further information and help.

Address and Contact Person: Dr. Bill Israel, Project Director
Council of Chief State School Officers
1030 15th Street, Suite 300
Washington, D.C. 20005

Background: If students are to make proper decisions regarding their future employment and education, it is important that they have adequate current information on all career and educational opportunities open to them. For a variety of reasons, mainly the end of the draft and the advent of the All Volunteer Force, information regarding existing career and educational opportunities in the military services needs to be more effectively communicated to high school students.

Purpose: The goal of this project is to assist high school students toward making appropriate and proper career decisions by providing the students with up-to-date information on career and educational opportunities existing in the military services.

Description of Program: To attain this goal, each of the eight states represented on the CCSSO Education/Military Liaison Committee has appointed a five member team consisting of the Chief State School Officer, the state director of guidance and counseling, a policy level SEA staff member, a local school administrator, and a military representative. Each state team is charged to meet the following objectives: (1) Liaison between the education and military communities as both move ahead in a common effort to help students make proper career choices; (2) a review and assessment from an educator's point of view of information pieces currently used by the military for providing information to high school students on career and educational opportunities in the military service; (3) a determination of the state-of-the-art at the SEA level as well as a statement of what the appropriate SEA role should be, and (4) the development and implementation of an Education/Military communication model for each of the eight states. The work of the state teams will be used as a framework for dissemination and optional use by all states and extra-state jurisdiction.

Unique Features: This project represents the first state level effort to provide liaison between the State Education Agencies and the All Volunteer Forces. The project's main interface with the All Volunteer Forces is the Joint Education Liaison Directors of Recruiting (JELDOR). The project has completed its first year of activity and is about to embark on a second year of work designed mainly to disseminate pilot state activities to an additional 24 states.

Career
Planning
and
Placement
Service

THE COLLEGE OF WOOSTER

Wooster, Ohio 44691

Tel. 216/264-1234

Adress and Contact Person: Acy L. Jackson
Associate Dean of Students
The College of Wooster
Wooster, Ohio 44691

Background: The College, for many years, had a placement operation which was designed to facilitate student contact with prospective employers on campus. Five years ago the operation was reorganized in order to integrate career development for all students into the framework of a liberal arts education. A staff of four administers the program which functions under the aegis of the Dean of Students office.

Purpose: The career development program is designed to function as an integral part of the total educational program of the College. Within that framework, it is responsible for developing and maintaining channels of communication concerning the career development of students among the constituencies of the College, other educational institutions and representatives of employing institutions. Counseling and placement services are provided for all students at all levels of their educational experience.

Description of Program: Career Planning and Placement Service administers a program which includes workshops, seminars, discussion groups and individual and group counseling designed to assist students in making the conceptual leap from an academic environment to successful participation in the world of work. These programs help students direct their efforts to restore some wholeness to their educational experience through: 1) encouraging and supporting their efforts in developing their own expectations regarding their educational, personal and career experiences; 2) exploring the philosophical and pedagogical guidelines of liberal education and the ways in which curricular and cocurricular opportunities at The College of Wooster reflect those guidelines; and 3) exploring the outcome of liberal education and the resulting skill development that complements successful access into the world of work. Long-term plans include the preparation of a grant proposal (currently being drafted) for a career development program, a survey of the career development needs of all constituencies of the College with the view toward structuring programmatic foci which speak to their needs, video taped instruction in interviewing, and a volunteer referral program in cooperation with the career development program.

Unique Features: Career Planning and Placement Service encourages student participation in the development and implementation of its programs. New Directions Workshops, Decision-Making Workshops and Life Planning Workshops are offered by trained student facilitators and resident assistants in residence halls. A residence hall on campus also serves as a career development center, housing a resource library and trained student staff which offers workshops and presentations as well as individual career counseling. An international student who assists in the Career Planning and Placement office also hosts a weekly radio program, "Career Opportunities Personified," on the College's FM station. These student-run programs not only enhance the outreach of Career Planning and Placement Service but also enable interested and capable students to exercise their leadership skills in developing a peer-group approach to career development.

Livingstone College

Salisbury, North Carolina 28144

CAREER COUNSELING
& PLACEMENT/COOPERATIVE EDUCATION

TELEPHONE: 704/633-7960
EXTS. 33/51

Address and Contact Person: Doris P. Jones, Director
Career Counseling and Placement/
Cooperative Education
Livingstone College
701 West Monroe Street
Salisbury, North Carolina 28144

Background: Livingstone College's involvement in career education began in 1968 with program activities designed to help students develop an awareness of their career options and to orient them to the world of work. Program activities are carried out by the Director of Career Counseling and Placement/Cooperative Education, a part-time Co-Director of Cooperative Education and a supporting staff of seven.

Purpose: The Career Education Program is designed to assist students acquire the competencies and skills needed for successful entry into the job market. Effort is made to place liberal arts graduates and facilitate the entry of students into career fields in which the college's alumni are currently under-represented.

Description of Program: The College has a Career Development Council, made up of representatives from all segments of the institution which is responsible for establishing priorities and recommending policy. Recruiting organizations are surveyed annually to determine the strengths and weaknesses of our students and our curriculum. Currently, one-to-one counseling, monthly group counseling, an interview workshop and seminars on specific job areas are held for seniors. In addition, internship experiences are offered annually, a Graduate School Awareness Day is held and a Teacher's Fair is offered to teacher education majors. A career conference reaches the student body through an open assembly, classroom visitations and residence hall rap sessions.

Unique Feature: An up-to-date career library is maintained and the office contacts about 800 organizations annually seeking interviews or information on position opening for our students.

Iowa State University of Science and Technology Ames, Iowa 50010

Department of Agricultural Education
223 Curtiss Hall
Telephone 515-294-5872

Address and Contact Person: Dr. Alan A. Kahler
Iowa Models Project
Iowa State University
223 Curtiss Hall
Ames, Iowa 50010

Background: "Models for Career Education in Iowa" was initiated to integrate career education concepts into the elementary and secondary curricula of nine pilot local school systems in Iowa. These schools later served as demonstrative centers and were used by the Iowa Department of Public Instruction to promote career education in schools throughout the State.

Purpose: The project is designed to aid in the promotion of the career education concept at all levels of public education in Iowa.

Description of Program: "Models for Career Education in Iowa" has stimulated considerable activity on the campus of Iowa State University in the area of career education. Inservice courses have been offered on and off-campus; teacher education courses throughout the campus have been broadened to include career education concepts; career placement programs have been established in several of the colleges, etc. These efforts have developed as a result of the project's activities and national and State concerns over career education.

Unique Features: A need exists for a well coordinated career education effort on the Iowa State University campus that will pull together the many separate attempts to work in this educational area. To this end, a task force committee is developing strategies for integration of career education into all facets of the University curricula.

EDUCATION IN THE GOLDEN CITY

SANTA ANA UNIFIED SCHOOL DISTRICT

1405 French Street
Santa Ana, California 92701
Telephone (714) 558-5501

Charles F. Kenney, Ed.D., District Superintendent

BOARD OF EDUCATION: Don Franklin, President — Peter Vogel, Vice President
Cordelia Gutierrez, Clerk — Mary J. Pryer, Member — Elizabeth Robertson, Member

Howard R. Harrison, Ed.D., Deputy Superintendent
Clarke R. Stone, Ed.D., Associate Superintendent

Address and Contact Person: Dr. Charles Kenney, Chairman
Education Action Council
1405 French Street
Santa Ana, California 92701

Background: Career education services are organized and operated on a district-wide level in Santa Ana schools. Each high school has a Career Center out of which all career education programs function. This helps to provide a united team approach to the community and its resources.

Purpose: The major thrusts of the career programs are: to provide guidance in career planning, to provide entry level job skills for students, and to furnish on the job experience in the community.

Description of Programs: Career Planning is a required course for all ninth (9th) grade students. The course is designed to assist students in better understanding their own personal characteristics affecting a career choice, and to acquaint them with possible career choices open to them. As a result, each student should be able to establish tentative career goals and an educational plan for researching those goals. It is then hoped the student will participate in the Career Development program which is essentially a guidance program. In this program, students may rotate to a new exploratory community and career experience every six weeks with the possibility of sampling six separate Career areas each year of enrollment. Students receive academic credit but no pay for participating in this program. In the Regional Occupation Program (ROP) students are provided with entry level job skills through courses taught on high school campuses and in the community. The logical follow-up for Career Development and R.O.P. students is the Work Experience Program which offers students practical job knowledge through experience. Students receive both pay and academic credit for a part-time job in the community. The Work Experience Programs also provide an opportunity for needy students to gain the financial assistance required to remain in school.

Unique Features: 1.) A career Development Education Computerized Management System has been developed to effectively manage and evaluate the career activities of over 2000 students who are off campus daily. It is a project designed to improve high school students saleable skills through placement of students in exploratory, training or in work experience sites offered by volunteer employer resources recruited throughout the Santa Ana area. The interactive, terminal oriented system is a district-wide, computer assisted management information data system, listing all sites (employers) and careers available, and enables the user to identify, locate and place students within the community under company or facility listing site, or under an occupational (Career) listing. There are over 4000 Community learning sites available to the students of the Santa Ana Unified School District.
2.) In order to bring community expertise into the classroom as a resource to teachers, a Career Day Program is offered. Career Day is a program of skilled persons from the professional and business community teaching school for a day to provide job related information to a class. The emphasis is on jobs that are directly related to the class being taught.

All Volunteer Armed Forces

A MODEL FOR COMPREHENSIVE CAREER EDUCATIONAL APPROACH TO HIGHER LEARNING

LaGuardia Community College of the City University of New York

Address and Contact Person: Dr. Jeffery Kleinberg
LaGuardia Community College
31-10 Thomason Avenue
Long Island City, New York 11101

Background: LaGuardia Community College opened in September, 1971, and is one of the twenty branches of the City University of New York. The campus, located in Long Island City, Queens, is the only unit of the City University to offer a work-study program to all of its students.

Purpose: The overall purpose of the Comprehensive Career Educational Approach to Higher Learning is to supplement LaGuardia's existing career education programs (e.g., cooperative education, adult career education courses and seminars, career education advisors for all freshmen, etc.) with those components still required to yield a comprehensive career education approach to higher education.

Description of Program: The project will include career education evening seminars for cooperative education interns. These seminars will focus on work value clarification, the reality of career choices and the application of liberal arts concepts to the work environment. The cooperative education program will gain additional support by a major conference, scheduled for Spring, 1977, bringing together top policy makers of private industry, labor and education for the purposes of defining this collaborative role. The conference will result in an employer-educator council to operationally implement this intended relationship. In order to further involve the liberal arts faculty, thorough orientations will be provided concerning the real nature of career education (i.e., broader than "just jobs for students") and the practical meaningfulness of infusing career education activities into their instructional activities. All the career education programmatic components provided by the college will be consolidated and coordinated by the Career Resource Center.

Unique Features: In addition to orienting other community colleges on how to infuse career education programs within their institutions, we will be emphasizing (and demonstrating) how career education and liberal arts are indeed compatible educational concepts. Further, we anticipate the publication of a number of articles for professional journals, papers presented to national conferences and, hopefully, a book that focuses on how to feasibly incorporate career education into community colleges.

DEPARTMENT OF THE NAVY
NAVY RECRUITING SUB STATION
151 FOREST AVENUE
PORTLAND, MAINE 04101

Address and Contact Person:

Ray Lafreniere, Education Specialist
Navy Recruiting Substation
151 Forest Avenue
Portland, Maine 04101

Background: New Adventures in Vocations for Youth (N.A.V.Y.) was developed in the Spring of 1976 through the efforts of the Navy Recruiting Command and Naval Air Station, Brunswick, Maine. Secondary and postsecondary institutions throughout the State of Maine now have Naval Air Station, Brunswick available for job-shadowing sites upon request.

Purpose: The objective of the program is to allow students the opportunity to develop an awareness of the tasks and skills involved in both civilian and Navy occupational settings through observation and participation.

Description of Program: N.A.V.Y. is another Career Education resource that the U. S. Navy Recruiting Command can make available to schools and individuals through its Education Liaison Program. The program begins with information sessions with the local Navy Recruiter using the Navy Rating Film Series and other resources, such as Work in the Navy. Career counseling is provided by the Navy Classifier who also provides military processing information to those who are interested in a military career. Job-shadowing experiences range from two to five days according to a mutually agreed upon schedule. Certificates of program completion and appropriate press coverage is provided for both the school and community.

Unique Features: N.A.V.Y. is an on-going Career Education component which can be built into a school's existing program or used as a Career Education experience by any individual interested in the careers offered by the Navy or their civilian counterparts.

All Volunteer Armed Forces

1370 Pennsylvania Street
Denver, Colorado 80203
303 - 832-9696

Address and Contact Person: Joe E. Lee, President
Parks School of Business, Inc.
1370 Pennsylvania Street
Denver, Colorado 80203

Background: Parks School, established in 1895, primarily serves students from Colorado and six surrounding states although enrollments have come from all over the United States and many foreign countries. Courses range in length from as little as three months to 18 months for Associate Degree studies. The school offers professional training in the Secretarial fields, machine and manual Accounting, Business Administration, Travel and Transportation, Fashion Merchandising, and an AMA approved course in Medical Assisting.

Purpose: The school's objectives are three-fold: (1) to help the student, through quality education, become trained for an entry-level position, (2) to assure the student's subsequent advancement in that position either through job performance or additional education acquired on the job, and (3) to make the student a responsible and productive citizen in our society.

Description of Program: Based on favorable results of a preliminary interview, a prospective student is required to come into the school for capability and achievement-level testing. At that time, a second interview is conducted to insure the student can handle the desired course. The student is either advised of acceptance, put into another course, or recommended for training elsewhere if unacceptable to Parks. If accepted, the student and parents will finalize financial aid and be ready to start school at a future date. Students are assisted with housing, roommates, transportation, and part-time jobs. Individual counseling is available throughout training by a full-time counselor on staff. Finally, placement assistance is included as part of the total program.

Unique Features: (1) Parks maintains high enrollment standards through screening and testing procedures to insure students are in a program exciting to them and one that allows a high employment possibility when they graduate. Placement over the last two years is in excess of 90% no longer seeking employment. (2) The school provides more class hours per week and concentrates on job skills needed. This allows students to finish sooner and be on the job faster.

UNIVERSITY OF SOUTH FLORIDA

TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

OFFICE OF STUDENT AFFAIRS
COOPERATIVE EDUCATION AND PLACEMENT
TAMPA, FLORIDA 33620

Address and Contact Person: Glenda F. Lentz, Director
Cooperative Education and Placement
University of South Florida
4202 Fowler Avenue, AOC 105
Tampa, Florida 33620

Background: The University of South Florida was the 55th college/university in the United States to begin a Cooperative Education Program. The program began in 1961 when this new University opened its doors. Today, there are 1,030 Cooperative Education Programs in colleges and universities throughout the United States. The program is a combined function with the Placement Service and is responsible to the Vice President for Student Affairs and University Development. The staff consists of a Director plus four additional professionals and six and one-half support staff members.

Purpose: The Cooperative Education Program was instituted to give students the opportunity to realistically test their career choice.

Description of Program: Students are placed in Cooperative Education work assignments related to their academic studies. The students alternate quarters of full-time, paid employment with cooperating employers, with quarters of full-time study on campus. In addition to gaining practical experience in their chosen field and becoming more aware of career options, students are more employable upon graduation from college and make a smoother transition from school to work. They are more able to see the relevance between their academic work and the world of work and are more motivated to study.

Unique Features: Cooperative Education at the University of South Florida is an optional program and is one of several types of "off-campus" training/work programs. A small percentage of the 23,000 students enrolled at the University are participating in Cooperative Education and most are engineering and business students.

THE UNIVERSITY IS AN AFFIRMATIVE ACTION EQUAL OPPORTUNITY INSTITUTION.

Illinois State University
Department of Curriculum and Instruction
Counselor Education, DeGarmo Hall 341

Address and Contact Person: Dr. David Livers
Counselor Education Center
DeGarmo Hall 341
Illinois State University Bloomington
Normal, Illinois 61761

Background: With the advent of the all volunteer armed forces concept and the incentives offered to make the concept sucessful, it is apparent that counselors in particular are not aware of the opportunities that exist in the military. Along with this lack of knowledge, there is a range of attitudes going from negativism to suspicion to apathy. Students in any setting or level who go to counselors concerning career direction are not being given information about the military as a legitimate, competitive career opportunity. To meet these challenges, a series of graduate level extension courses has been offered by the Counselor Education program of Illinois State University to orient Counselors to military Career and training opportunities.

Purpose: A basic purpose of the whole effort is to increase the credibility of the military as a legitimate, competitive career opportunity to counselors so they might, in turn, present information to students fairly.

Description of Program: Courses offered include presentations by a wide range of resource people from all branches of the armed forces to provide the technical updated information which can only be provided by military representatives. A major requirement of the course is a full day field trip to one of the major military bases where personnel can be observed. The course gives attention to such topics as: a) technician level training programs in the military; b) administration, interpretation and use of the Armed Services Vocation Aptitude Battery (ASVAB); c) degree and officer training in the military; d) the service academies; e) opportunities for women; f) lifestyles; g) enlistment opportunities, obligations and options, and h) veteran's benefits and other fringe benefits offered during and after military service.

Unique Features: The courses are generally offered on extension in the Suburban Chicago area where over half of the counselors of Illinois are employed. It is also geographically advantageous that the Chicago area has an ample supply of military resource people and a major military training station near by to provide clear, factual, updated data on the military.

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

Address and Contact Person: George S. Lulos, Jr.
Director of Career Education
Glassboro State College
Glassboro, New Jersey 08028

Background: Since the beginnings of Career Education at Glassboro in 1973, the emphasis has been on in-service training and other Career Education supportive services to schools, largely because Glassboro has until recently been a teacher-training institution. However, as Glassboro has become more and more explicitly a multi-purpose college, Career Education activities for undergraduate students have expanded the conventional placement activities, while at the same time the College has continued and expanded its Career Education services to schools.

Purpose: The career education facilities at Glassboro serve the needs of the college's undergraduate students as well as provide assistance to surrounding school districts.

Description of Programs: 1. Eight Career Education 3-credit graduate courses for teachers, counselors, and administrators, offered off-campus on a rotating basis among 7 counties. 2. Coordination of the South Jersey Career Education Consortium which meets every six weeks. Composed of all County Career Education Coordinators, Career Education site Directors, and others, discussions center around in-service needs assessment, curriculum developments, funding sources, etc. 3. Federal and state research and demonstration projects, especially with the model Career Education site, Vineland Public Schools, which features a comprehensive Career Education model, centering on curricular reform, but including community-based career exploration, use of community and natural resources, extracurricular career clubs, achievement-career maturity evaluations, multi-media aids, parent education, and special needs Career Education components. 4. Technical assistance, especially in in-service training, evaluation, curriculum-editing, needs assessment, and dissemination, to school districts for specific needs. 5. Undergraduate Career Education activities, including individual counseling, Career Week, Cooperative Education, Community Field Experiences, internships and externships, diagnostic testing, and a Continuing Education for Women Program.

Unique Features: The close association of Glassboro with Vineland Public Schools over 4 consecutive years of Career Education reform amount to a marriage of the college with a school district and a comprehensive model Career Education program.

LABOR STUDIES CENTER
School of Education
THE FEDERAL CITY COLLEGE

Address and Contact Person: Dr. John R. MacKenzie, Associate
Professor and Director
Labor Studies Center
University of the District of Columbia
1331 H Street, N.W.
Washington, D.C. 20005

Background: The Labor Studies Center in Washington, D.C. began at The American University in 1967 and moved to the Nation's first urban land grant college in January, 1971.

Purpose: The primary purpose of the Center is to provide credit and non-credit programs, research, and service to trade union officers and members in areas of their Educational concerns (Trade Union Administration, Labor Relations, International Labor, etc.). To a lesser extent, the Center serves the needs of public management, primarily in the areas of labor relations and working with unions. The Center's educational responsibility is within the District of Columbia metropolitan area, as well as being a national program.

Description of Program: The Labor Education Unit has a program of Non-Credit courses and conferences for Trade Union Officers and members. The determination of content is made through a process of joint planning. The program scope includes such courses as Shop Steward Training for Union Officers, to conferences on understanding international developments that impact on economics, freedom and trade unions. There is also a Graduate Concentration in the Adult Education Masters Degree for educators with an interest in Trade Union Education. The Center has a variety of research and service programs that are used by Union Public Management, Public Labor Relations Specialists, and the College. The career education concerns are those within Trade Unions and Public Management, generally in ways that tie in a variety of education and career fields.

Unique Features: The tie in with the Trade Union Movement is one unique feature. A second would be its ability to tie the Core Discipline Labor Studies with other disciplines. The third would be the inter-relationships between Credit/Non-Credit Teaching and Research Materials Development and Service. Finally, the location in the nation's capital gives the program local, national, and international perspective.

NAVY RECRUITING DISTRICT NEWARK

GATEWAY 1 BUILDING
RAYMOND PLAZA WEST & MARKET STREET
NEWARK, NEW JERSEY 07102

Address and Contact Person: Patrick MacWalters
Navy Recruiting District Newark
Gateway 1 Building
Raymond Plaza West and Market Street
Newark, New Jersey 07102

Background: The Educator Liaison Program (ELP) evolved from the effects of the All Volunteer Forces which was implemented in 1973. With the end of the draft, the Armed Services found themselves in competition with other major employers for the best employees.

Purpose: To increase the number of high quality Navy personnel by encouraging educators and education and manpower officials at national, state and local levels to provide full information to youth on Navy occupational and educational opportunities.

Description of Program: In conjunction with the goals of the ELP, the Education Specialist conducts liaison with professional educator organizations at the regional and state level. He participates at educator conventions by sponsoring workshops and providing exhibits of Navy materials. The Education Specialist cooperates with other Department of Defense personnel to sponsor college level courses providing information of military opportunities. The Educational Specialist promotes secondary school usage of the Armed Services Vocational Aptitude Battery.

Unique Features: The Education Specialist provides both the Navy and the educational community with the opportunity to promote career education for the benefit of the student, the community and the Navy. The Educator Liaison Program bridges the gap between the two communities. The Education Specialist talks the language of education and Navy.

Address and Contact Person: Dr. Donald E. McCreight
Associate Professor
Resource Development Education
Rodman Hall
College of Resource Development
University of Rhode Island
Kingston, Rhode Island 02881

Background: The career education program at the University of Rhode Island has been active in various informal career education activities for a number of years. Staff in various colleges have been active with individual projects concerned with career education. Planning is currently underway to coordinate such activities on a universitywide basis.

Purpose: Since universitywide coordination hasn't been implemented, a single statement of purpose isn't available. Each specific project listed under the Description of Program has individuals responsible for various career education activities at the University of Rhode Island.

Description of Program: The College of Resource Development is highly involved with in-service teacher education. During the summer of 1973, a career education workshop was held for administrators, guidance counselors and teachers of agribusiness and natural resources in order to develop appropriate career education teaching materials. "Guidelines for Career Education 7-9 for Rhode Island Agribusiness and Natural Resources" was developed and published in 1973 as a result of this workshop. Since 1974, the materials have been implemented in Rhode Island schools. Plans are currently underway to conduct workshop sessions for faculty of the College of Resource Development, thereby enabling the staff to assist student advisors in career counseling related to degree offerings within the college.

Unique Featues: The College of Home Economics offers a career education course for Home Economics students. Plans call for expansion of this course to students of other disciplines. The College retains a non-credit survey course to provide career information to students interested in curriculum within the College of Home Economics.

INDIANA UNIVERSITY
School of Education
EDUCATION BUILDING
BLOOMINGTON, INDIANA 47401

Address and Contact Person: Dr. Bruce McQuigg,
Associate Professor of Education
Indiana University
Bloomington, Indiana 47401

Background: This project, a strategy for the development, implementation, and diffusion of career education, was funded by the Office of Career Education, DHEW. The eight campuses of Indiana University each sponsored a Career Awareness Regional Action Team (CARAT) made up of education faculty members desiring to learn and apply concepts of career education.

Purpose: All of the project activities were developed with the following goals in mind: 1) to provide a setting within which faculty could learn from each other, 2) to allow faculty to learn new behaviors by trying them out, 3) to identify the obstacles to change, 4) to design and test tactics for the removal of the identified barriers, and 5) to disseminate to other teacher preparation units the identified obstacles and strategies.

Description of Program: A week-long workshop held in fall, 1975, served to help the campus teams initiate planning and increase their awareness of career education concepts and activities. Following the workshop, they returned to their campuses to plan methods for increased learning in career education, and to serve as catalysts to their colleagues. A second workshop provided the opportunity to share a mini-grant strategy for involving colleagues in the learning process. Competitive proposals were funded to carry out the local campus activities. Over 90% involvement was reported on most campuses, and often included labor, industry, and service elements of the community. Finally, a spring workshop for education faculties from other Indiana colleges and universities provided the opportunity to disseminate project discoveries.

Unique Features: This project demonstrates a strategy that appears to hold potential for increasing faculty awareness and involvment in career education. Additional testing will be necessary to determine the impact on teacher education programs and eventually on the public school students whom graduates serve.

MIAMI-DADE COMMUNITY COLLEGE
District Administration
11011 S W 104 Street
Miami Florida 33176

Address and Contact Person: Dr. George Mehallis
College Dean of Occupational Education
11011 S.W. 104 Street
Miami-Dade Community College
Miami, Florida 33176

Background: Career Education at Miami-Dade Community College (MDCC), a multi-campus institution, is coordinated by the office of the College Dean of Occupational Education. Each of the college's four campuses has a Dean of Occupational Careers responsible for career programs serving the community.

Purpose: The College Dean of Occupational Education aids the campus deans, vocational counselors and faculty in the articulation of academic and occupational programs.

Description of Program: The following activities at MDCC promote career education: a) dissemination of resource materials for curriculum development; b) development of public relations materials for the promotion of career programs at MDCC; c) assistance to counselors by appraising them of local occupational opportunities; d) close liaison with advisory committees reflecting the college's occupational programs in promoting career education; e) advisement to campuses in the development of occupational environments (facilities), and f) articulation with the local public school system in the development of career ladder programs. Career development activities for students are the responsibility of each individual campus.

Unique Features: The Career Education program at MDCC is articulated with the Dade County Public Schools through an established Coordinating Council that monitors the proliferation of programs and establishes career ladders.

The College Dean of Occupational Education also holds the distinct position as Associate Chairperson and Secretary of the MDCC's College Committee on Academic Affairs. This has enhanced the concept of Career Education at MDCC.

STRAYER COLLEGE

601 Thirteenth Street, Northwest, Washington, D. C. 20005 Telephone (202) 783-5180

Address and Contact Person: Gerald Mellot
Vice President of College Relations
Strayer College
601 13th Street, N.W.
Washington, D.C. 20005

Background: Strayer College, founded in 1898, educates men and women for careers in business and related fields. Career fields include majors in Accounting, Business Administration, Court and Conference Reporting, Data Processing, Government Administration, Hospital and Health Care Management, Legal Assistant, Merchandising/ Retailing Management and Secretarial Administration. The College grants Bachelor of Science and Associate in Arts degrees as well as diplomas and certificates.

Purpose: Inherent in the philosophy and objectives of the College is the preparation of men and women for significant positions in the business world to equip them for career decisions and advancement. It is our purpose to provide career education as an integral part of all facets of the college.

Description of Program: Career awareness begins for students when they first make inquiry at the College and continues through (and beyond) graduation and placement. Briefly, this includes:

- providing career literature, testing, and counseling;
- providing survey courses in specific career fields as well as comprehensive, integrated educational programs that encourge career planning and choices;
- providing co-curricular activities such as career information and planning seminars, co-operative education and speaker's programs that complement the academic programs;
- providing assistance in securing positions commensurate with the students' backgrounds, abilities, and career plans; and
- providing through continuing education, courses and seminars for career and professional development.

Unique Features: Career education at Strayer College is not a totally separate activity or program but rather a necessary part of the College Relations Programs, a part of the admissions and pre-enrollment procedures, a part of the academic programs and curriculum, and a part of student services. This means the total involvement of the college community.

Southern Illinois University at Edwardsville

Address and Contact Person: Dr. William Mermis,
Dr. JoAnn Chenault
Directors, Human Services Graduate Program
Box 49, School of Education
Southern Illinois University
Edwardsville, Illinois 62025

Background: The education of Career Education personnel is conceptualized by the coordinators of this program as an integral part of broader human services training. The influence is duo-directional: a) Career Education is an essential ingredient in the education of all human services professionals, and b) the delivery of Career Education can best be accomplished by professionals who have broad human services training and experience.

Purpose: The purpose of the program was to demonstrate that a broad-based graduate program could produce Human Service practitioners who were both generalists and specialists. A second purpose was to incorporate principles and concepts of Career Education into the continuing education process of a diverse group of professionals including nurses, mental health workers, social workers, probation personnel, counselors, public-aid case workers, and administrators in most of the human service systems.

Description of Program: The program was developed as a masters degree option within the School of Education. Problems associated with program development (the program is now in moratorium) are subject of an OCE monograph by the program coordintors. The content model was based upon the areas of the community, change processes, and help-giving. Thus, the program included study of community systems, development and organization, system theory, organizational change, program planning and evaluation, principles of prevention, crisis intervention, etc. This broad range of study identifies human services education as integrating learning experiences across academic fields and across community systems.

Unique Features: The program allows for training both generalists and specialists. All students are involved in community work experience each quarter and develop their own individualized program. Underlying the whole program is the organic community concept which leads to increasing the collaborative efforts of all community systems, including students, faculty, human services personnel, and recipients of human services.

STATE OF CONNECTICUT
SOUTH CENTRAL COMMUNITY COLLEGE
60 SARGENT DRIVE - NEW HAVEN, CONNECTICUT 06511
TEL. (203) 772-3472

CAREER DEVELOPMENT CENTER
South Central Community College

Address and Contact Persons: Robert Miles
Michael Murphy
South Central Community College
60 Sargent Drive
New Haven, Connecticut 06511

Background: The Career Development Center (CDC) was funded under a Title III grant for two years, through June, 1976. The college lost the grant because of a technicality; HEW has indicated the grant may be restored by the end of this year. The Center could only really begin to function when the college moved into a new facility in January, 1976.

Purpose: While federally funded, the CDC provided career counseling and placement services through one office. The counseling focused on assisting with decision-making and providing occupational information. Placement concentrated on developing job openings and informing students of job opportunities. At present, only career counseling is available. With additional staff, this counseling would seek to help people assume more control over the development of their careers.

Description of Program: The most tangible remaining pieces of the CDC are: the only psychological testing in the college, consisting mainly of interest inventories; the Career Library, organized into interest areas. Both were seen as supporting counseling, providing students with information about themselves and the world of work. Two one-credit Career Planning classes were conducted last Spring. The staff cooperated with faculty in vocational programs, particularly, to present classes on resume-writing, job opportunities, and career planning. Outside employers were brought to the college for a Career Day program and a seminar to attract minorities to business.

Unique Features: The college is preparing a refunding proposal that would change the focus of the CDC. Looking for a job would be considered part of the continuous career development process. The CDC would not have a placement function. At each point of the process students would be helped by a counselor to understand their skills, interests, and values and learn to find necessary information. Programs would fit into this sequence. In groups, people facing a similar situation--(e.g., mid-career changers) would be guided through the entire process; workshops would teach specific skills, such as resume-writing. The counselors would increase awareness of students' career needs throughout the college.

Address and Contact Person: Wayne W. Miller, Director
Oklahoma State Tech
4th and Mission Road
Okmulgee, Oklahoma 74447

Background: Oklahoma State Tech is operated as a separate branch of Oklahoma State University. The total educational process is supported by a large campus, extensive instructional equipment and 153 full time instructors with business/industrial experience. The co-educational student body (3,150 students) is enrolled in 43 programs of study.

Purpose: The function of the institution is to provide vocational and technical education at the postsecondary level in programs of study determined by statewide needs of business and industry. The goal is to provide educational experiences that are of sufficient breadth, depth and quality of mental and manual skills to assure successful and satisfying employment with opportunity for career advancement.

Description of Program: The curriculum is kept "in tune" to the needs of business and industry through the regular assistance of industrial advisory committees and representatives. The current course objectives are in the following vocational-technical career fields: auto mechanics, auto body, machinist, building trades, business education, diesel, drafting, electronics and electricity, food trades, printing, commerical art, air conditioning and refrigeration, furniture upholstery, practical nursing, and the small business trades of watch repair, leathercrafts and drycleaning. Career information is provided by field counselors and staff personnel who annually visit all state high schools and attend career programs throughout Oklahoma and adjacent states. During these visits students, faculty and counselors are advised of the postsecondary career education opportunities at Oklahoma State Tech. All courses can be completed in two years or less. Each department head is responsible for placement assistance of graduates of his or her department.

Unique Features: Oklahoma State Tech's philosophy and its assigned educational function combine for an "industrial-education" atmosphere, rather than an academic education institution offering occupational programs. The narrow postsecondary vocational-technical role permits high quality in specialized occupational education. Finally, the absence of many standard degree course requirements permits occupational programs and supporting general education courses to be tailored to student needs in preparing them for immediate employment at the highest technical level.

MSU

SCHOOL OF BUSINESS
HARVEY A. LARSON, DEAN
ALFRED L. DAY, ASSISTANT DEAN
MONTANA STATE UNIVERSITY, BOZEMAN 59715

Contract Person and Address: Norm Millikin
Chairman, AD HOC Committee on
Career Education
Montana State University
Bozeman, Montana 59715

Background: The Career Education emphasis at MSU is currently being coordinated by a seven member committee in teacher education. This committee has been operative since May, 1975.

Purpose: The purpose of this program is to give every teacher education graduate an understanding of Career Education and an opportunity to develop and implement Career Education activities.

Description of the Program: The program has been accepted by all vocational programs. Non-vocational secondary education programs have not responded too well but elementary education is implementing the program, to some degree. The Counseling Department has endorsed the effort but has not become actively involved in implementation. It is projected that all teacher education candidates will become familiar with the program as Career Education will become part of the course content as a required course. In-service courses have been offered at the graduate level the past two years.

Unique Features: Most of the Career activities at MSU were designed originally for teacher education. However, many of the non-education departments have picked up on the concept and have implemented internship/cooperative experiences. Included are the Schools of Business, Architecture, Agriculture and Engineering.

ORANGE COAST COLLEGE

2701 FAIRVIEW ROAD
COSTA MESA, CALIFORNIA 92626
(714) 556-5651

Address and Contact Person: Dr. Robert B. Moore, President
Orange Coast College
2701 Fairview Road
Costa Mesa, California 92626

Background: Orange Coast College is a two year community college which was established on the Santa Ana Army Air Base in 1946. It now has an enrollment on a day/evening basis of approximately 30,000 students and offers transfer opportunities, counseling and guidance services and a very wide range of career programs to the community it serves.

Purpose: The statement of educational philosophy developed by a broadly representative committee of the college defines well the college's purpose: "The immediate purpose of Orange Coast College is to provide both a route to college study beyond the sophomore level and a variety of pathways to success in occupational fields. Orange Coast Collge affords general education in class work designed to inculcate skills and knowledge essential to all students, regardless of their specific aims, as well as in its role as a forum of free inquiry and as a sponsor to student activities designed to foster individual and social awareness and responsibility."

Description of Program: The college maintains a very extensive counseling service for the community. Within the counseling service, liaison with high schools is established and maintained through the direct assignment of counselors to high schools within the community. Campus counselors are available during the day and evening for both off-campus and on-campus individuals. A Career Development Center, separate but closely coordinated with the academic counseling program, is maintained to support career guidance and counseling. Within this facility services include career counseling, a vocational library, student employment services, an administrative center for the cooperative work experience program and a computerized exploratory guidance program (GUIDANCE INFORMATION SYSTEM--GIS). In addition, a counselor from the Career Development Center has been assigned to develop a total computerized package, PROJECT DISCOVER, for college level career guidance purposes which will have national distribution. The Center regularly schedules a "Spotlight Series" where specialists in particular career areas or local industrial firms meet with high school and college students, counselors and faculty. This series is video-taped and filed in the library for future use. EDD employees representing the local U.S. Office maintain regular office hours in the Career Development Center. Daily job status sheets developed by EDD are available to all counselors.

Unique Features: Recently the college has selected the vocational test series, "The World of Work" by Dr. Robert Ripley as its main testing tool in the individual counseling and guidance mode.

NORTHEAST COMMUNITY EDUCATION DEVELOPMENT CENTER

A Consortium of Colleges and Universities Serving Community Education in New England, New Jersey, and New York

Address and Contact Person: Dr. Patrick B. Mullarney, Director
Northeast Community Education
Development Center, U-142
University of Connecticut
Storrs, Connecticut 06268

Background: The Northeast Community Education Development Center at the University of Connecticut has been in existence since 1970, through a grant from the Charles Stewart Mott Foundation. The service region includes New England, New York, and New Jersey. The staff of the Center consists of two full-time professional staff, two graduate fellows and three support staff members.

Purpose: The purpose of the Center is to provide technical assistance, information dissemination, and training for individuals and communities working toward community education development.

Description of Program: Most of the Center's activities take place in communities within the eight state region; however, such campus based activities as research, a regional monthly newsletter, degree programs and federal and state grant programs are operated. This Center has established a consortium arrangement with five State Centers located throughout the Northeastern United States (University of Maine, University of Connecticut, Rhode Island College, Worcester State College, University of Vermont, Montclair State College). This consortium arrangement has facilitated a commitment from each of the involved institutions toward the further development of Community Education.

Unique Features: Within the consortium arrangement a consensus model for decision making is employed. This Consortium arrangement has also facilitated the development of a regional team that consists of 9 professional staff members.

STEPHEN F. AUSTIN STATE UNIVERSITY
NACOGDOCHES, TEXAS 75961

DEPARTMENT OF
SECONDARY EDUCATION
SFA PROJECT IN CAREER EDUCATION

Address and Contact Person: Dr. Bennat C. Mullen
Professor of Education
Stephen F. Austin State University
Nacogdoches, Texas 75961

Background: During the 1972-73 school year, Stephen F. Austin State University began the process of infusion of career education into the teacher education program at the undergraduate and graduate level. The focus has always been on curriculum revision and staff training within the regular framework of the graduate and undergraduate program.

Purpose: The purpose of the Stephen F. Austin State University career education program is to assist public schools in the implementation of comprehensive career education programs. In order to succeed in this effort, it is necessary for the College of Education to work on a broad front. The four major target groups are in-service teachers, pre-service teachers, community groups, and academic personnel on the campus.

Description of Program: SFASU's approach to in-service personnel has been largely through its graduate program. This has been conducted at two levels. First, awareness training has been carried on throughout the graduate program in the areas of instruction, curriculum, and administration. At a second level, intensive training has been given to over 200 demonstration teachers and 20 demonstration principals. Research has shown that teachers learn better from other teachers. Therefore, a cadre of outstanding teachers has been trained in the implementation of career education; these teachers have demonstrated effective strategies throughout the pre-service program and in the graduate program. This is called a cycling process. The demonstration teachers have been well accepted by the pre-service teachers, experienced teachers, adminstrators, and businessmen.

Unique Features: The most unique feature of the program is its collaborative and comprehensive nature. The University has collaborated closely with the Texas Education Agency, with the Texas A&M leadership model, with Partners in Career Education, and with various service centers to provide programs for both the academic community and the community at large.

UTAH TECHNICAL COLLEGE AT SALT LAKE
TELEPHONE 299-3411 • 4600 SOUTH REDWOOD ROAD
SALT LAKE CITY, UTAH 84107
JAY L. NELSON
PRESIDENT

Address and Contact Person: Jay L. Nelson, President
Utah Technical College at Salt Lake
4600 South Redwood Road
Salt Lake City, Utah 84107

Background: The college was established in 1948. It is a two year postsecondary school and was established to provide training in semi-skilled, skilled and technical occupations. Training is provided in 29 different areas. The Dean of Students is responsible for advising, counseling and enrolling students. The office consists of a professional staff of six individuals.

Purpose: The College is committed to serving the educational needs of students from diversified cultural and academic backgrounds. More especially, it endeavors to serve all individuals who are admitted to the College by providing opportunities to pursue studies and training in vocational, technical, and general education necessary in vocational fields; to participate in related cultural and recreational activities and to develop desirable human and social relationships.

Description of Program: The college attempts to serve all students 16 years of age and over who desire training to prepare for employment. Training is provided in the following types of programs: occupational preparatory, apprentice related instruction, occupational extension, pretechnical and skills center program. Students who desire to enter college programs but who are not qualified to do so are counseled into pretechnical programs to develop the necessary reading, communication and mathematical skills to succeed in the programs. Skill Center programs are provided for disadvantaged students who need close guidance, supervision and financial assistance to achieve satisfaction in their training. Many programs operate on an open entry - open exit basis and competency based instruction is being tried in several areas. Cooperative education operates extensively in the business and marketing division of the College.

Unique Features: Simulated and actual industrial work experience is a unique feature of the College. Counseling and guidance into pretechnical and skill center programs is both essential and unique. Job objectives are established and students are placed in jobs at the conclusion of their training. A high job achievement success has been attained.

THE UNIVERSITY OF ARIZONA

TUCSON, ARIZONA 85721

COLLEGE OF EDUCATION

CAREER EDUCATION PROJECT

Address and Contact Person: Dr. Betty J. Newlon
Director, Career Education Project
College of Education, Room 206
University of Arizona
Tucson, Arizona 85721

Background: The State funded Career Education Project is completing the third year and has been developed to increase instructional expertise in the skills, knowledge and background of career education. The Project seeks to assist in the implementation of career education into the public schools through integration into College of Education curriculum.

Purpose: The University of Arizona's Career Educaion Project offers to the educational community and the community at large, trained personnel, media and materials, and the assistance necessary to create a learning environment that attempts to meet the career needs of young people and adults in all settings and at any point in their lives.

Description of Program: The Career Education Program consists of four components impacting upon: the University of Arizona, State or federally funded career Education projects, local education agencies and the community at large. By integration into academic areas, the program at the University is designed to insure the continued infusion of career education in Arizona curriculum K-12 and to provide public schools with educators who have an understanding and interest in career education. The University provides ancillary services to state funded Career Education projects and to federally funded projects. Local education agencies receive assistance from the University's Career Education Project in providing orientation seminars, in-service workshops, and other activities designed to acquaint teachers, counselors and administrators with the techniques and potential of Career Education. The responsibilities to the community at large are met through workshops and presentations to local parent groups and other interested parties. Also a clearinghouse of employment and free career counseling is available to community members.

Unique Features: The Career Education Project at the University of Arizona is extended into the entire community as well as meeting the career education needs of the College of Education.

SMWC

SAINT MARY-OF-THE-WOODS COLLEGE
SAINT MARY-OF-THE-WOODS, IN 47876

Address and Contact Person: Sister Ann Margaret O'Hara, SP
Saint Mary-of-the Woods College
Saint Mary-of-the Woods, Indiana 47876

Background: Saint Mary-of-the Woods College's approach to human development has always integrated liberal arts education and career preparation. Responsibility for education to possible careers is shared by admissions counselors, personal and academic counselors, and faculty in all academic areas in four major programs: Resident Program, Women's External Degree Program, Continuing Education, and the English Language Institute.

Purpose: The total approach to career education at SMWC is designed not only to make students aware of various career options and provide some experience in specific areas, but also to make each individual aware of her interests and capabilities and values as they relate to work. The most valuable education is the development of lifetime competencies in decision making, leadership, analysis, creativity, public relations, and communications which have personal and social ramifications but also enhance adaptability to employment changes that occur. Emphasis is also placed on assisting the graduating student enter the world of work and on assisting the students in the External Degree Program and Continuing Education prepare for career advancement or change.

Description of Program: The College offers individualized programs for each student, combining solid exposure to the liberal, creative and performing arts as well as first-rate career, professional and pre-professional preparation. From an individual's first contact with the College, career education is evident. The College catalog lists the aims and competencies and career opportunities in each major area. Included in the career education program for the students in the Resident Program is a Career Planning Center of resource materials of career opportunities. A counselor from the Office of Student Development provides individualized career counseling, administers vocational interest tests, conducts five or six workshops each year in Career Motivation and/or Life Planning, and conducts seminars on Interviewing Skills and Resume Writing. The Center also acts as a contact for employers who are seeking job applicants. An up-to-date file is maintained and interviews arranged. The Alumnae offer seminars on campus to discuss career opportunities in their fields and members of the Board of Trustees also participate one day a year in similar seminars. Professional and paraprofessional internships for students include: elementary, secondary, special and Montessori education; social work; medical technology; journalism; dietetics; performing arts on tour and in summer stock; religious education; and translators training.

Unique Features: The Women's External Degree Program was established in May, 1973. By its very nature, the WED program is highly individualized, with each student having her own program adivsor and a faculty member to supervise and evaluate her independent study project.

Office of the President 812-535-4141, ext 201

MARSHALL UNIVERSITY

DEPARTMENT OF OCCUPATIONAL

HUNTINGTON, WEST VIRGINIA 25701

ADULT AND SAFETY EDUCATION

Address and Contact Person: Dr. LeVene A. (Lee) Olson
Associate Professor, College Education
Department of Occupational Adult and
Safety Education
Marshall University
Huntington, West Virginia 25701

Background: The Department of Occupational, Adult and Safety Education at Marshall University has provided in-service graduate classes at a number of sites throughout West Virginia since 1971. Classes have been taught by three full-time faculty and three part-time instructors.

Purpose: The graduate classes are designed to provide educators with the competencies to conceptualize, plan, organize, implement and evaluate educational programs which assist students in making wise life-career choices.

Description of Program: Marshall University offers the following courses for implementing career education into the curriculums of elementary, secondary, and higher education institutions. Professional Development: Investigating one's career and self development. It involves a careful examination of the individual's life-career goals in relation to his/her beliefs, interests, abilities, aptitudes and values. Its goal is to increase the student's competencies in making decisions related to his/her life-career roles. Special Topics: Designed to meet the needs of persons who have identified a topic related to career education (in cooperation with the professor) which is not currently offered as a separate course. The numbers of credit hours awarded is determined by the magnitude of the topic, but no more than six credit hours may be applied to the student's degree program. Implementation Strategies: Study of the conceptualization, development and implementation of career education at the elementary, secondary and higher education levels. Curriculum Development: Development of an instructional resource unit which incorporates activities that assist elementary, secondary or postsecondary students achieve academics, general or vocational subject objectives as well as career educational objectives.

Unique Features: A practicum has been designed to provide the student with supervised field experience related to his/her projected future role (teacher, counselor, coordinator or administrator) in education.

CENTRAL STATE UNIVERSITY / 100 NORTH UNIVERSITY DRIVE / EDMOND, OKLAHOMA 73034

SCHOOL OF SPECIAL ARTS AND SCIENCES
Office of the Dean

Address and Contact Person: Dr. Lucille Patton
Dean of the School of Special
Arts and Sciences
Central State University
Edmond, Oklahoma 73034

Background: Career Education projects at Central State University have been essentially teacher and counselor education oriented. Faculty in the School of Education and the School of Special Arts and Sciences have directed various teacher and counselor education projects.

Purpose: The Career Education program has developed at Central State University for the purpose of orienting teachers, counselors, and educators to the Career Education concept. Workshops, institutes, and statewide conferences have been carried on for the purpose of implementing the Career Education concept into the public schools in Oklahoma.

Description of Program: The Career Education program at Central State University can be divided into three major categories as follows: 1) Counselor Education: The Departments of Vocational Education and Counselor Education codirected a conference composed of counselors, educators, and Vocational Technical educators. The purpose of the conference was to devise a syllabus for Career Education in Counselor Education in the state of Oklahoma. A course in Career Education, offered each semester, is required for those pursuing a Master of Education degree program in Guidance and Counseling. A one week institute is available for selected counselors to reinforce their knowledge of the employment needs in business, industries, and government facilities. Summer workshops are conducted to acquaint counselors with the Career Education concept. 2) Teacher Education: Institutes have been conducted to assist K-12 teachers implement the career education concept. The Institutes were a cooperative effort between the University of Oklahoma, Central State University, and the Moore-Norman Area Vocational Technical School. 3) Third Party Evaluation: Faculty from the college's School of Education served as third party evaluators for three exemplary projects for the Oklahoma City Schools. In addition, career education curricula developed by the State Department of Vocational Education have been evaluated.

Unique Features: Oklahoma City teachers were involved in National Alliance of Business funded Career Education institutes, one in the summer of 1975 called "Kaleidoscope 75" and one in the spring semester of 1976 called "Operation Perspective".

GROSSMONT COLLEGE
8800 GROSSMONT COLLEGE DRIVE·EL CAJON·CALIFORNIA 92020·TELEPHONE: (714) 465-1700

OFFICE OF THE DEAN OF
TECHNICAL-VOCATIONAL EDUCATION

Address and Contact Person: C. Allen Paul, Dean
Technical-Vocational Education
Grossmont College
8800 Grossmont College Drive
El Cajon, California 92020

Background: The technical and vocational programs are well established and relate closely to the community through mutual participation in their development by the local citizens and the college staff. With nine thousand of the sixteen thousand students taking courses in technical and vocational programs, much of the "career" education concept is developed and exists, though it does fall short of total career education coverage essential and desirable.

Purpose: To weld all components into an organized system which can respond to all "career" needs with the easy access for all persons in the community.

Description of Program: Existing components of the "career" package now beginning to work together are a counseling center which houses career planning and placement, counselors and administration, with instruction program coordinators providing advisement at their offices and at registration. A community based Adult Career Guidance Center is located in the center of the city of El Cajon, about four miles from the campus. Work experience is discipline oriented and is integral in the instruction programs.

The counseling staff offers credit courses in personal development with a wide range of topics on career selection and personal preparation for self-sufficiency in society. Self-concepts, job application and interviews are part of the personal development offerings as well as career selection.

Unique Features: The career related activities mesh and have some interdependence. The college and the local high school district share in financing the "Guidance Information System" available in the career planning office, the counseling office and the community based career guidance center.

Instructional program coordinators are increasingly working with the counseling, career planning and placement functions. Student follow-up data is accomplished by a highly developed computerized system.

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

Address and Contact Person: Dr. Joseph J. Quaranta, Chairman
Faculty of Special Services
253 Arps Hall
1945 North High Street
The Ohio State University
Columbus, Ohio 43210

Background: Career Education at The Ohio State University consists of a wide range of diverse programs which comprise a comprehensive attempt to attend to (1) the career development of all students at the University, (2) the career development of University staff, (3) the development of Career Educator skills for University personnel, and (4) the development of specific Career Educator skills for elementary and secondary teachers and community agency workers.

Purpose: The current comprehensive Career Education programming has objectives of (1) recruiting students for attendance at the University; (2) orienting students to university life; (3) counseling students for career, academic and personal concerns; (4) assisting students in acquiring job seeking, resume writing, job interview and job placement skills; (5) developing faculty and support staff personally and professionally; (6) conducting a comprehensive continuing education program for adult students and (7) infusion of University career activities with other elementary, secondary and post-secondary training programs in operation in the State.

Description of the Program: Career Education activities are conducted through four primary organizational systems. UNIVERSITY COLLEGE: A Freshman Career Orientation Course conducted by advisors in University College; a special career decision making program consisting of courses and workshops offered for undecided students; regular staff development workshops for UVC advisors. PROFESSIONAL COLLEGE COUNSELING AND PLACEMENT STAFF: Students are assisted with entry into the professional training program, academic advisement throughout the program and placement and follow-up after graduation. STUDENT COUNSELING AND CONSULTATION CENTER: Regular Self-Career Development Seminars for undergraduates and returning students; volunteer programs for career exploration; a wide range of career-oriented activities on special topics such as Women in Careers, personal and professional development, and specific employability skills. CAREER EDUCATION IN TEACHER EDUCATION: The College of Education's Faculty of Special Services offers courses, workshops, consultations and program involvement with State and local career education programs.

Unique Features: Current efforts are aimed toward evolving a more structured comprehensive plan which addresses the total range of personal-professional development, from an early entry high school student through senior faculty. At present no State or Federal funds are being used.

Career Development Services
Curricular-Career Information Service
Cooperative Education Services
Career Placement Services

The Florida State University
Tallahassee, Florida 32306

Address and Contact Person: Dr. Robert Reardon
Associate Professor and Director, CCIS
109 Bryan Hall
Florida State University
Tallahassee, Florida 32306

Background: CCIS was developed as a pilot program in 1972-73 to improve the quality of career/academic planning services for lower division university students. A successful, positive evaluation led to the establishment of a permanent student services unit in 1973-74.

Purpose: CCIS was designed to meet both individual student and institutional needs. Regarding the former, information dissemination, self-assessment, decision-making, and referral were areas addressed by the program. Institutional needs included improving public relations, reducing the number of undecided majors, and facilitating program coordination in the broad career development area.

Description of Program: CCIS is an outreach, self-help oriented, multimedia based, preprofessional staffed career planning program for college students. It includes 10 instructional modules designed to help students locate learning activities in CCIS which can meet their needs. The program has been located in outreach settings (University Union and residence hall) and a traditional setting (student services building). Specific services include educational/occupational information, short-term career counseling, referrals, and employability skills training.

Unique Features: CCIS evaluation activities have included two dissertations and several journal articles describing features of the program. Two follow-up studies have shown over 70% of users agreed or strongly agreed that the materials were useful, and 80% agreed that the materials lent themselves to self-directed use. About 5600 contacts were logged during 1975-76, with an average time of 40 minutes per contact. About 40% of the contacts were repeat visits.

CCIS also features special modules for Blacks and returning women students, a unique card catalog system with cross referencing, and incorporation into a variable credit, cross-listed career planning course. Current activities include development of a CCIS module for the visually disabled and an extensive evaluation study.

Clusters Approach to Career Orientation

Address and Contact Person: Dr. Ralph Ressler
Director, CACO Project
College of Education
Virginia Polytechnic Institute
Blacksburg, Virginia 24061

Background: In 1972, the Standards of Quality for the State of Virginia dictated the design of an Occupational Orientation course for the Middle/Junior high schools; a contract was subsequently awarded VPI & SU. Over the past three years a 90/180 day course "Careers and You" has been developed, field tested, and evaluated with more than 2,000 students across the state.

Purpose: This prevocational course is to act as a transitional experience for elementary youth as they enter secondary school. The conceptual framework enables students to view exploratory experiences with a unique perspective, judging the appropriateness of each to them as individuals.

Description of Program: The conceptualization of the course is based upon a Self/Mode/Cluster/Planning framework--SMCP. The 'self' phase focuses upon individual uniqueness and how others see us. The 'mode' phase is based upon John Holland's personality types and work environments. USOE clusters are simulated in the 'cluster' phase, and 'planning' involves career models, peer counselors and guidance personnel. Each learning activity was evaluated in detail and revisions were made; a second field test is presently under way. The Career Development inventory as a pre-test has been administered; post testing is to occur in January. Over 20 field test teachers helped generate specific activities which serve as a means for trying out various work styles associated with John Holland's personality theory. Extensive contact is now occurring with LEA personnel and an in-service program is being designed.

Unique Features: The conceptual framework, SMCP, can be: 1) superimposed upon all exploratory experiences; 2) used to provide try-out experiences associated with teaching methodology, or 3) as a means of judging the comprehensiveness of any given exploratory program.

College of Education
Virginia Polytechnic Institute and State University
Price House, 2nd Floor, Blacksburg, Virginia 24061 703-951-5444

UNIVERSITY OF VIRGINIA
1819

COUNSELOR EDUCATION DEPARTMENT
SCHOOL OF EDUCATION
156 RUFFNER HALL

TELEPHONE
(804) 924-3400/3565

Address and Contact Person: Dr. Bill K. Richardson
Counselor Education Department
School of Education
156 Ruffner Hall
University of Virginia
Charlottesville, Virginia 22903

Background: Career Education is relatively new at the University of Virginia. The role of career education is becoming increasingly important as part of the educational experience for students involved in preparation and continuing education. Emphasis in career education is centered around two service-oriented divisions: (a) Counselor Education Department and (b) Office of Career Planning and Placement.

Purpose: The Office of Career Planning and Placement offers a number of services and programs designed to assist students and alumni in achieving career objectives. The Counselor Education Department provides inservice courses which focus on assisting classroom teachers and school administrators apply career education concepts to their own settings and programs.

Description of Program: Pre-service and inservice (off-campus) courses in career education have been developed and implemented in the past two years. Pre-service graduate courses include: (a) career exploration and choice course for undergraduates; (b) seminar in placement and work adjustment designed to serve students in rehabilitation counseling, agency, and school counseling graduate curricula; and (c) advanced seminar in career education and career development. A faculty member of the department has served as consultant to school districts in providing a series of ongoing workshops (no-credit) centered around the needs of various personnel (teachers, counselors, administrators, placement specialist). The department also operates a counseling laboratory center which provides career oriented counseling and guidance experiences for undergraduates. The Office of Career Planning and Placement offers: a) career counseling and advising; b) career programs and group presentations; c) special services for women and minority students; d) pre-law advising; e) coordinating interviewing, vacancy listing and credentials; and f) national test administration.

Unique Features: The department in the past year has participated as one of ten regional universities, in activities of the National Cooperative for Career Education located at the University of Montana, and has assisted the latter in developing and evaluating its operation.

405 EMMET STREET CHARLOTTESVILLE, VIRGINIA 22903

EVENING COLLEGE AND SUMMER SESSION

Address and Contact Person: Dr. Lee J. Richmond
Assistant Professor of Education-
Counseling
Division of Education
Evening College
101 Whitehead Hall
The Johns Hopkins University
Baltimore, Maryland 21218

Background: Founded in 1876, the Johns Hopkins University was established as the first American educational institution oriented toward research; it established the model for advanced study in this country.

Purpose: The historic role of the university was clearly defined by its first president, Daniel Coit Gilman, who stated: "The object of the university is ... not so much to impart knowledge as to whet the appetite, exhibit methods, develop powers, strengthen judgement and invigorate intellectual and moral forces. To this end students should be free to select, under guidance, their courses of study; professors should be free of routine".

Description of Program: The Evening College is organized into five divisions: Administration and Business, Arts and Sciences, Education, Engineering and Physical Sciences, and Special Programs. The programs are intended to meet the needs of three general groups of adults in the community: those who wish to continue their education and obtain a degree; those who wish to improve their professional competence or to prepare themselves for new vocational or professional positions; and those who wish to take advantage of the educational programs for their own personal development. The offerings of the college find their roots in the philosophy that education is a continuing process throughout life, and that, especially in the increasingly complex life of this century, the resources of a major university should be made available for the continuing education of adults. New programs are developed and presented in response to the expressed needs of educational, professional, business, and industrial groups in the greater Baltimore area whenever a qualified instructional staff and appropriate facilities can be made available. From the beginning, the Johns Hopkins University has emphasized the necessity to identify its interests and activities with the cultural, professional, and educational needs of the City of Baltimore and the State of Maryland.

Unique Features: The Evening College, since 1909, has been a professional school in the same sense in which the School of Medicine is a professional school. Approximately 95% of all degree candidates are studying here in order to improve their occupational status. In this respect, they are not different from M.D. and Ph.D. candidates who certainly have a vocational goal in mind.

UNIVERSITY OF MARYLAND
CAREER DEVELOPMENT CENTER
COLLEGE PARK 20742
AREA CODE 301 - 454-2813

Address and Contact Person: R. Bruce Ritter, Director
Career Development Center
Terrapin Hall
University of Maryland
College Park, Maryland 20742

Background: Since its inception as a Placement Office in 1949, The Career Development Center has grown to a staff of eight professional and nine support staff persons serving a campus of 35,000

Purpose: Various career education activities/programs/services function to enable undergraduate and graduate students to explore themselves and the world of work.

Description of Program: The Center serves as a focal point by administering programs which may be designated as functional components: 1) Transitional/Introductory Component, working through the New Student Orientation Program to introduce students to the career development process and to the career education resources of the campus; 2) Educational/Instructional Component builds a basis for effective placement by teaching career decision-making skills, values clarification, career education resources and their use; 3) Career Information Component a fundamental resource for career exploration and decision-making; 4) Career Advising Component experienced professionals assist students in identifying career questions strengths and weaknesses, developing strategies and utilizing resources advantageously; 5) Placement Component designed to optimize the individual's effective transition from the University to another sector of society; 6) Evaluation and Research Component to assess the effectiveness of various programs and services.

Unique Featues: The Center provides an array of career development services. It also decentralizes the delivery of some of those services by assigning five career counselors to work in each of the five academic divisions.

Portland, Oregon 97219
Telephone (503) 244-6161

Lewis and Clark College

Division of Graduate Studies

Address and Contact Person: Dr. Alan G. Robertson, Director
Division of Graduate Studies
Lewis and Clark College
Portland, Oregon 97219

Background: The College's involvement in career education began in 1972 with a graduate program in counselor education. In 1974 the undergraduate teacher preparation programs instituted career education components. In 1975 and in 1976 the College broadened the scope of career education activities campus-wide to include an active career Planning and Placement Center.

Purpose: The career education program has been infused in undergraduate teacher preparation and in graduate teacher and counselor preparation programs; there have been initial activities in academic (liberal arts) faculty orientation in concepts of career education. We have a strong emphasis on counseling and planning/placement activities for graduating seniors and graduate students. The major focus of our purpose in career education is, however, in teacher and counselor preparation.

Description of Program: Lewis and Clark College is a member of a state-wide inter-institutional consortium of all teacher preparation institutions in Oregon. Consortium activities have been a major source of impetus in moving rapidly toward total infusion of career education concepts on our campus. We formed a campus Career Education Committee in 1974 to head campus activity in teacher/counselor preparation and include membership of other faculty in other academic disciplines. In addition we have an advisory committee with membership from public schools, business and industry, labor, and community resources personnel. Committee activities will result in course syllabi which have career education concepts directly infused; a career education resource materials center (including computer system); broadened representation of career materials in the college library, and heightened activities in the career planning and placement office.

Unique Features: Lewis and Clark College serves a broad liberal arts function as well as teacher/counselor preparation. Because of the College orientation in liberal arts we focus on a broad definition of career education as it relates to life roles rather than vocational interests.

Non-Public Colleges and Universities

HUTCHINSON COMMUNITY JUNIOR COLLEGE

1300 NORTH PLUM STREET AREA CODE 316-663-5781

HUTCHINSON, KANSAS 67501

Address and Contact Person: Hazel Rockhold, Director
Special Career Education Program
Hutchinson Community Junior College
1300 North Plum Street
Hutchinson, Kansas 67501

Background: The Kansas State Department of Education is anxious to develop a model Career Education program for its nineteen junior community colleges. Hutchinson Community Junior College has been designated by the State Education Department to develop this model from which a pilot program will evolve.

Purpose: To bring together the Business/Labor/Industry community and educators to meet the needs for career guidance and education at the postsecondary level as a comprehensive effort.

Description of Program: Thus far, existing postsecondary programs have been researched, reviewed and summarized. This was followed by a Hutchinson community needs assessment. Next, the procedures to be used in articulation with high schools and American Vocational-Technical School counselors regarding career guidance were determined. Community resources outside the college which were providing career guidance were surveyed. The next step was to identify adults in need of assistance in exploring career options. The model program which has not yet been approved, will provide career guidance for adults seeking employment opportunities and information regarding the training and education necessary for certain careers. Counseling will be available for adults considering enrollment in Hutchinson's continuing education program. Students will be assisted with pre-admission counseling during the summer and with pre-enrollment. Additionally, the student will become acquainted with the many educational resources that are available to help, including financial aid, study skills, tutoring, etc.

ALMA COLLEGE ALMA, MICHIGAN
517 / 463 2141 48801
REGIONAL CENTER FOR COMMUNITY EDUCATION

Address and Contact Person: Dr. K. Hugh Rohrer
Director
Regional Center for Community Education
Alma College
Alma, Michigan 48801

Background: The Alma College Center for Community Education, located in central Michigan, works cooperatively with public schools in the northern half of lower Michigan. The Center was established in 1966 and began working cooperatively with six local school districts in the first year. It has now expanded its services to over 100 school districts. The Center is operated by a director and a full-time secretary.

Purpose: The purpose of the Center is to encourage local school districts to provide a program of community education within their local districts.

Description of Program: The Alma College Center serves as a nucleus for dissemination of information on community education and a training arm for the community education network. Training is provided for directors of community education and local school districts through monthly in-service meetings and on-site visitations. Other workshops and conferences are designed to increase knowledge in the area of community education. Training is also available for community education staff members within the local school districts as requested by the directors of community education.

Unique Features: The unique feature of this Center is that it is the only center for community education in the Mott Foundation network that is operated from a four year college. It is also one of the oldest centers for community education in the nation.

NORTHEASTERN UNIVERSITY
360 HUNTINGTON AVENUE
BOSTON, MASSACHUSETTS 02115

DIVISION OF COOPERATIVE EDUCATION

Address and Contact Person: Jane S. Schachter
Associate Professor and Coordinator
Department of Cooperative Education
Northeastern University
Boston, Massachusetts 02115

Background: Northeastern University is a large, urban, multi-purpose institution with a total enrollment of 38,000 students of whom 15,000 are full-time day undergraduates. The eight basic day colleges and the School of Law are fully committed to the cooperative plan of education. Beginning with the close of the freshman year, students alternate quarters of full-time on-campus study with quarters of full-time work. Work may take the form of paid employment, volunteer service, independent study, or foreign travel. The University has two part-time evening divisions and offers advanced degrees.

Purpose: In recent years, the curriculum committees of the Department of Cooperative Education have become increasingly interested in developing a more extensive cooperative education curriculum. In July, 1976, Title IV-D funding was obtained to design and develop a life/career planning curriculum for postsecondary cooperative education institutions.

Description of Program: The curriculum will include components of self-awareness, career awareness, values clarification, decision making, and occupatibnal information. Although college freshman are the target population, materials may be included for advanced students. The thrust of the program will be to assist students in formulating life/career goals based upon a greater understanding of self and careers and their interrelationships. The environment of a cooperative education institution will provide students with the setting in which to explore careers periodically, test their tentative choices, and re-assess their goals. This may be accomplished through the incorporation of a variety of instructional media and modes, including learning contracts, workshops, seminars, field practices, individual and group counseling, and the work experience, itself.

Unique Features: All participating institutions have ongoing cooperative education programs; therefore, field contacts have been established and jobs have been developed in a wide variety of settings, such as federal government agencies, health care facilities, public school systems, banks, insurance companies, museums, manufacturing firms, and libraries. Thus, students may have the opportunity to test alternatives while still at the undergraduate level. This may allow for curriculum changes to be made with a minimum time loss, and, more importantly, to be made for the appropriate reasons.

UNIVERSITY OF MAINE *at Machias*

Counseling Services

O'Brien Avenue
Machias, Maine 04654
207/255-3313

Address and Contact Person: Dr. C. Donald Schumacher
Director of Counseling Services
The University of Maine at Machias
Machias, Maine 04654

Background: The Counseling Service at the University of Maine at Machias was instituted in 1972 and staffed with one person working half-time. We have now expanded the service to include two head residents who are graduate level counselors and work with students as part of their function as resident supervisors. Career counseling has been but one of a number of services provided by the staff. Recently, as a result of expanded program offerings at UMM and changing interests of our students, we felt it necessary to elevate the priority of career counseling and to develop a more comprehensive program for students. We are in the process of developing and providing a program for the freshmen this year and expanding yearly to include all of our students over the next four years.

Purpose: The Career Education program is a voluntary program for all students. It will, over a period of four years, assist students in career decision-making by providing opportunities for personal awareness, job awareness, job exploration and job placement throughout their college careers.

Description of the Program: Making career decisions is seen as a continuing process starting long before the college years, but culminating in more real ways during the student's post-secondary education. Our program is designed to facilitate decision-making by providing opportunities for learning through individual and group counseling, cooperative education work experiences and other structured teaching/learning situations. These opportunities are provided in a logical, sequential pattern so that a student may grow more aware of career options during the period of his education. The responsibility for delivery of this program is shared by several people who are part of the faculty, administration and community. The responsibility for coordination of the total program rests with the Director of Counseling Services.

Unique Features: 1) Financial limitations necessitate a more cooperative approach to the program involving a wide variety of people, often in voluntary ways. 2) We are investigating the possibility of giving college credit for career education involvement. 3) We have an excellent opportunity to explore the hypothesis that poverty facilitates creativity.

Mississippi College
CLINTON, MISSISSIPPI 39058

COUNSELING & CAREER DEVELOPMENT CENTER
Telephone (601) 924-5131 Ext 228
Room 101 Lowery Hall

Address and Contact Person: Dr. Charles W. Scott, Director
Counseling & Career Development Center
Mississippi College
Clinton, Mississippi 39058

Background: Career development with emphasis on a modified scale began in the early 50's at Mississippi College. In 1974, a more concentrated effort was begun with the implementation of Career Education Workshops and an administrative decision by the president that career education should be implemented and emphasized in all college programs.

Purpose: Since choosing a career is one of the most important decisions an individual will make, the career education program is designed to assist the student in an exploration of educational plans and objectives as well as career directions and options.

Description of Program: Mississippi College implemented the career education concept in seven areas by: 1) Counseling - through the Counseling & Career Development Center. This service is available for students who need direction in the area of career or personal adjustment. 2) Career Information - Often more information relative to careers is needed. A wide variety of information is available at the center. 3) Career Testing - In order to make the best possible decision, consideration should be given to all pertinent information. To assist the indiviual in doing this, the career testing service is available under the direction of a career specialist. 4) Career Consultation - The consultation service is available to those individuals who need assistance in working with others in career development. 5) Career Exploration - A course with three semester hours academic credit designed to assist the student in choosing a major and/or career through the exploration of interests and values. 6) Faculty Forum - Since career education is most functional in the mainstream of an educational system, faculty is emphasized and encouraged to increase cognizance and relevance of the concept. 7) Faculty Career Education Representatives - Faculty members selected and used in each academic department - We are working with the various representatives to relate subject matter areas in their departments to careers.

Unique Features: Mississippi College has been a liberal arts college for 151 years. We feel that the unique feature of our program is the full support given us by the president, Dr. Lewis Nobles, and the deans of the newly created schools of Business and Public Administration, Nursing, Law, Education. We recognize that change is painful, but it would have been impossible without the enthusiastic support of our president.

MISSOURI *Southern State* COLLEGE

NEWMAN & DUQUESNE ROADS
PHONE 417 624 8100

JOPLIN, MISSOURI 64801

Address and Contact Person: Donald L. Seneker, Director
Law Enforcement Programs
Police Academy Building
Missouri Southern State College
Newman and Duquesne Roads
Joplin, Missouri 64801

Background: The Law Enforcement Programs are a department of the Technology Division of the college and have been in operation for seven years. Staffing includes the director, one law enforcement faculty member, one police training faculty member, one law enforcement photography instructor, two forensic chemists, one secretary and several part time personnel.

Purpose: Essentially, the programs serve to upgrade the efforts of criminal justice practitioners in the extreme southwest corner of Missouri, with overlap into Kansas, Oklahoma, and Arkansas, and further to prepare students of the college for careers in the fields of criminal justice administration.

Description of Program: The college is a fully state funded four year college which expanded from an older established junior college about 12 years ago. Presently the Associate of Science degree in Law Enforcement is offered. A.S. graduates may pursue a bachelor's degree in related fields on campus. Current plans include expanding to the offering of a B.S. in Law Enforcement or Criminal Justice in about one more year. Of the current student enrollment of 4,000, an estimated 130 are majoring in Law Enforcement and several other students take courses as electives from other departments.

Unique Features: We are probably the only college in the nation to combine services to the law enforcement community and academic programs to this degree. The Police Academy building contains a fully equipped laboratory facility which serves as the Regional Crime Lab for the region. A photographic laboratory, the Regional Police Photo Lab, expands this service further and is housed in the Academy. The busiest programs are in police training. A 400 hour Regional Police Recruit Academy program is offered at no charge to area peace officers and is augmented by dozens of shorter courses and seminars. In the past year, we have conducted over 90,000 student hours of this type of training, handled over 6,000 crime lab analyses, and processed over 50,000 photos for law enforcement agencies, for a total of 55 law enforcement agencies. We further are now teaching the Emergency Medical Technician and Paramedic courses as an adjunct. While it might appear unusual for a college to be involved in these programs, it has been found that each augments the other and strenghtens the academic programs by keeping them viable and constantly up-to-date. Training includes stress and role playing situations.

Adult/Recurrent/Continuing Education

The College Venture Program

Address and Contact Person: Dr. Charles E. Shain, Director
The Institute for Off-Campus Experience
and Cooperative Education
Northeastern University
Boston, Massachusetts 02115

Background: The Institute, called the College Venture Program, was founded in 1973 to provide off-campus work experiences for students on leave for a semester or a year from a group of residential liberal arts colleges and universities in New England and New York. It has a staff of seven who provide career counseling and job placement services to the following campuses.***

Purpose: Intended originally as a therapeutic work program for college "stop-outs", the Venture Program has become largely a career exploration opportunity for liberal arts students. Now they and their instructors are concerned about their employability after their undergraduate education is finished.

Description of Program: The twelve colleges and the universities in the consortium pay an annual membership fee for the program's services. The students pay a small placement fee ($75.00 in the current year) after winning a job. The program has an on-campus representative who keeps the job bank up to date and advises students how to apply. Students keep in touch by telephone and are referred to employer interviews after their screening on the campus or at Venture headquarters in Boston. On-the-job contact is maintained by telephone or a series of evening seminars in Boston. The colleges decide how to treat the off-campus experience as credit-bearing. The returning student fills out a detailed questionnaire evaluating his experience. The employer also evaluates the student's performance.

Unique Features: The program is a unique educational effort. It is being evaluated by the Director of Institutional Research at Wesleyan University and the results of a three year study should be available at the end of 1976. One of his findings at this time is that twenty percent of the students on the five campuses studied are potential users of the Venture Program, and ten percent may be actual users as the program becomes a more thorough part of a campus' educational planning.

***Bates College, Brown University, Colby College, Colgate University, Connecticut College, Cornell University, Hampshire College, Hobart and William Smith College, Trinity College, Tufts University, Union College, and Wesleyan University.

Non-Public Colleges and Universities

Institute for Off-campus Experience/Cooperative Education
Northeastern University Boston, Massachusetts 02115 617/437-3777

COLLEGE OF GREAT FALLS

1301 Twentieth Street South • 406/761-8210
GREAT FALLS, MONTANA 59405

An Equal Opportunity Employer and Educator

Address and Contact Person: Dennis Shaw
Director, Cooperative Education
College of Great Falls
Great Falls, Montana 59405

Background: The career cooperative education program operates out of the College of Great Falls and serves a metro of 75,000. The program started in 1975 with one full-time director and is now in the process of becoming a community-based career educational program.

Purpose: The purpose is to use all available resources in the community to develop career education. Students, minorities, and community members will use the services provided.

Description of Program: The program will provide career counseling, career exploration, interview and resume assistance, testing, and placement. The employers in the community will provide first-hand information about various careers. Students may also receive credit for work experience. The experience is documented for entry into the student's placement file.

Unique Features: The use of community as a resource, the combination of career education, cooperative education and placement and the use of mini-courses on careers are all special features of the program.

Adult/Recurrent/Continuing Education

Center for Community Education
DEPARTMENT OF EDUCATIONAL LEADERSHIP

350 McGUFFEY HALL / Telephone: 513-529-6825
513-529-6442
MIAMI UNIVERSITY • OXFORD, OHIO 45056
SCHOOL OF EDUCATION

Address and Contact Person: Dr. James R. Showkeir, Director
Center for Community Education
350 McGuffey Hall
Miami University
Oxford, Ohio 45056

Background: The Center for Community Education is operated by Miami University to serve local school personnel and community agency personnel, and through them, members of the community. It is operated by one half-time director drawing upon the services of other university staff personnel and advanced graduate students to serve needs in Southwestern Ohio.

Purpose: Community education means adult education as well as health, recreation, vocational, academic, and career-oriented programs for people of all ages. It helps communities mobilize and coordinate services of all agencies and to bring them to bear on the educational needs of the people in the community. The mission of the Center for Community Education at Miami University consists of five major thrusts to serve Community Education:

a. consultative services to schools and community agencies
b. training for community education personnel
c. funding assistance
d. evaluation of community needs, resources, and programs
e. research information and assistance

Description of Program: The Center for Community Education accomplishes its mission through a variety of activities. Needs assessments of programs, personnel, and facilities are done to assist local communities. Courses, workshops, and in-service programs are developed and held in communities to assist local educators. Courses are taught at the university to assist in up-grading skills and knowledge of personnel. Some printed material, which is obtained from the National Community Education Association, is disseminated to local communities as needed. Exploration of funding possibilities is undertaken jointly by Center personnel and local community leaders.

Unique Features: The Center developed originally as the first of the cooperative centers with Ball State University Institute for Community Education Development as the parent center. It demonstrated successfully the concept of minimally funded university centers to serve specific geographical locations and to spread the influence of Regional Centers funded by the Mott Foundation in promoting Community Education.

West Chester State College

West Chester, Pennsylvania 19380

Address and Contact Person: Dr. Edward D. Smith
Professor and Chairperson of Counselor Education
Anderson Hall
West Chester State College
West Chester, Pennsylvania 19380

Background: West Chester State College has a long, rich tradition of preparing all types of teachers and educational specialists. In recent years the college has also developed strong, varied programs in the arts and sciences. The student enrollment including both the graduate and undergraduate divisions, approximates ten thousand with over fifty-percent matriculated as teacher education majors.

Purpose: To assist prospective teachers and educational specialists infuse selective career development concepts throughout the established curriculum. The Career Development Education Program directly serves West Chester State College's students in meeting this goal.

Description of Program: The Career Development Education Program at West Chester State College is a sequential model spanning from a pre-college experience to graduate alumni services. The Pre-College Program consists of a College Career Day for high school students and a pre-college summer orientation program. This, in turn, leads to the undergraduate program. Components of this program include self-evaluation and career consultation which entail personal counseling, academic advisement, career seminars and vocational testing. During the senior year, career development activities include, student teaching practices, credential development, interview techniques, civil service testing, campus interviews and graduate school information. Students are also provided information on career opportunities and job sources. Services are also offered for the alumni seeking re-evaluation of career goals.

Unique Features: One unique feature of the Career Development Program is the Placet-Career Library. The library is part of the Career Consultation process and is available to both students and alumni.

NATIONAL COLLEGE OF EDUCATION

C
E Center for Economic and Career Education
E

Address and Contact Person: Joan Smutny
Coordinator of Career Education
National College of Education
2840 Sheridan Road
Evanston, Illinois 60201

Background: National College of Education's involvement in career education began with the founding of the college ninety years ago. It is the oldest private elementary teacher's college in the country, and focuses on careers in early childhood, elementary and special education, at both graduate and undergraduate levels. In 1976, a Center was initiated to focus on economic and career education.

Purpose: The career education program is designed to develop in-service training activities, programs, workshops and seminars, drive-in conferences, courses, and mini majors at the undergraduate and graduate levels. The program in career education reflects a humanistic orientation and represents teacher education and liberal arts points of view.

Description of Program: The undergraduate level at the college provides diversified programs and activities through the four years. At the freshman level, Student Services offers workshops on goal-setting, decision-making, valuing and strength identification. Courses for all classes are offered in Affective Education, Vocational Exploration, Teacher Effectiveness, Personal Development, etc. Student Services also offers career guidance through individual counseling and referrals, academic advising, and larger group sessions. The College Placement Office makes specific efforts to become individually acquainted with freshman and sophomores. In the junior year, there are placement, planning, methods block (on career options) and credentials. In the senior year, intensive activity involving placement officers, faculty and staff members and potential employers takes place related to credentials, recommendations, interview skills and practicum in these and other activities. The just-completed USOE-funded (DVTE) TACE Project (Thinking for Action in Career Education) focuses on critical and creative thinking in career education for junior and senior high schools. Before TACE, the college conducted High School Workshops in Careers in Education which attracted hundreds of students.

Unique Features: The college is currently analyzing the occupational market to initiate and develop programs and activities related to courses emphasizing communications, human relations skills, group dynamics in organizational settings such as industry and community.

Non-Public Colleges and Universities

BMC
THE BROWN MACKIE COLLEGE

126 SOUTH SANTA FE A Division of Education, Inc. SALINA, KANSAS 67401

Address and Contact Person: M. Gary Talley, President
The Brown Mackie College
126 South Santa Fe
Salina, Kansas 67401

Background: The Brown Mackie College, founded in 1892, offers programs ranging from nine months to 18 months in length. The College is in the process of offering the Associate Degree and eventually becoming a senior college of business. There are eleven programs of study with an annual enrollment of approximately 400 students and an estimated 20,000 alumni.

Purpose: The primary goal of The Brown Mackie College is to prepare each of its students for a rewarding career in the shortest reasonable time and at a minimum of expense. To accomplish this goal, the College continuously monitors the needs of the business and professional community and, in accordance with these needs, upgrades and expands its curriculum, classroom facilities, and equipment for student use. The College is firmly committed to providing its students with a creative environment that will contribute to the student's personal and social development as well as his academic progress.

Description of Program: The College offers the following programs of study: General Business; Business Administration (Accounting Major); Business Administration (Marketing Major); Business Administration (Fashion Major); Fashion Merchandising; General Secretarial; Executive Secretarial; Medical Secretarial; Legal Secretarial; Court Reporting; Medical Assistant. These programs are condensed to give the nuts and bolts of specific courses in their respective area with no unrelated subject matter. Qualitatively, there are no programs whatsoever offered by any other college in Kansas including the state universities which offer as much training within the same time period. Considerable personal instruction and attention is given. Understanding human behavior, coupled with attitude and motivational training, is a key part of the program.

Unique Features: Placement is exceptionally high and student drops are very low as a result of the above mentioned approach.

DRAKE UNIVERSITY

DES MOINES, IOWA 50311

Address and Contact Person: Dr. L.D. Timmerman, Professor
College of Education
Drake University
Des Moines, Iowa 50311

Background: The Office of Career Education Services at Drake University has served graduate and undergraduate students in this institution since 1973. The program has provided services to local education agencies and their professional staffs in career education.

Purpose: Drake University believes it is essential that teacher training institutions address the matters of staff development, capacity building, identification of leadership, community engagement in planning and the installation of a network of informed and committed professionals flowing from the federal level, through the States in the school districts and classrooms. The purpose of Drake University Career Education Services is illustrated in expressed needs evidenced by federal, state and local authorities.

Description of Program: During the past three years Drake University has offered a variety of courses, workshops, institutes and consulting services in career education. Specific course offerings that have been available to teachers, counselors, school administrators and undergraduate students include: Ed.199, Iowa Career Exploration Institute, Ed.189 Career Education: Principles and Practices, and Ed.199 Career Education: Special Emphasis in Bread and Butterflies, all carrying three semester hours of undergraduate or graduate credit. Additionally, the twenty hour Career Guidance Leadership Institute, carrying one hour of credit and the forty hour Career Guidance Institute are considered as regular course offerings with the College of Education curriculum although they are offered in the short-term workshop format. Methodology and content in those courses emphasize the study and comparison of models, preparing needs assessments, analyzing resources, curriculum activities, such as information centers, simulated work, career games, work observation and work experience and articulation of curriculum. Programs feature the long range educational process that facilitates the carecr development of students and promoting knowledgeable planning and implementation of career choices. The latter includes self-awareness and exploration and preparation all related to the world of work. All of this includes values development consistent with one's needs and is contingent upon viewing career as a developmental process encompassing one's life, not only to mean an occupational pursuit, but rather education becoming more meaningful to the learner, therefore giving a sense of control over one's destiny.

Unique Features: The Office of Career Education Services is able to serve as a connecting link to serve as a forum and to initiate jointly-developed programs of action between education, business, Area Educational Agencies, local education agencies, governmental agencies, etc. to meet the varied and continuing needs for both youth and adults.

PLYMOUTH STATE COLLEGE
OF THE
UNIVERSITY OF NEW HAMPSHIRE
PLYMOUTH, NEW HAMPSHIRE 03264

Address and Contact Person: Dr. Robert Van Vliet
Assistant Professor
Education Department
Plymouth State College
Plymouth, New Hampshire 03264

Background: The Education Department at Plymouth State College instituted the course, Career Development Education, in the Fall of 1972 as an elective course for prospective teachers. The course has gradually been modified after being offered 13 times to both undergraduates and graduates throughout New Hampshire.

Purpose: Career Development Education is designed to prepare pre-service and in-service teachers and counselors with major concepts of career education and to provide resource activities to implement and infuse career education concepts and activities into K-12 school curriculum.

Description of Program: Material is presented by lecture, discussion, assigned readings, self-evaluation by standardized test, library media resources and student presentations. A major emphasis is placed on experiential participation and activities. Topics include: THE FUTURE OF WORK: which includes population ecology, impact of technology, and "Future Shock"; CAREER CHOICE/SELECTION: the starting point in career counseling is with the teacher/counselor knowing himself/herself. Thus students explore their own career motivation; VALUES CLARIFICATION: career choice is closely related to what we value; theoretical background is offered with emphasis on infusing strategies into curriculum; CAREER MATERIAL DEMONSTRATIONS: Instructor demonstration of model programs and commercial material is followed by student demonstration of current library resources; CHANGING WORK ROLES: a short unit to develop awareness and provide a list of class activities to illustrate how men/women work roles are changing; CURRICULUM GUIDE PREPARATION: after reviewing, modifying and synthesizing a wide variety of career education curriculum materials, each task group writes their own curriculum guide.

Unique Features: Among all of the colleges/universities in New Hampshire to date, this is the only full semester specifically career education course offered. Evaluation/grading is by a contract-grade system, i.e., the more people produce (work) the higher the grade (C.E. Concept).

INTERINSTITUTIONAL CONSORTIUM for CAREER EDUCATION

Address and Contact Person: Dr. Darrell L. Ward, Director
Interinstitutional Consortium for
Career Education
3180 Center Street NE
Salem, Oregon 97301

Background: The Interinstitutional Consortium for Career Education, established in 1974, seeks to facilitate the efforts of Oregon institutions who prepare teachers, counselors and administrators to better meet the needs for personnel preparation in career education. This fifteen member consortium devised and planned a change strategy for college and university personnel preparation which focuses upon three essential aspects of personnel development: staff development for college and university faculty, program development for college and university preparatory programs, and teacher certification and program accreditation revision.

Purpose: The major objective of the Consortium is for college and university faculty members to better infuse career education into teacher, counselor and administrator preparation programs. The basic infusion model will be further developed by the identification and development of guides and materials for selected areas of personnel preparation.

Description of Program: The program provides statewide and institutional professional development activities to advance the preparation of staff development cadres who will provide leadership in the career education development on their campuses. Courses, models and materials have been developed and tested to infuse career education into professional education courses. Reports of the knowledge, skills and attitudes needed in elementary, secondary, special, vocational and guidance preparation are available for national dissemination. Teacher certification and training program accreditation rules and standards are being revised to facilitate the infusion of knowledge, attitudes and skills needed for career education. The systematic use of career information and community resources have been planned and programmatic efforts undertaken.

Unique Features: In addition to the staff development, program development and course infusion to be done by all Consortium institutions, selected colleges and universities are adapting and developing materials and models to the special preparation needs of personnel for small, rural schools, for utilizing the Career Information System service for delivering career planning information to programs of educational personnel development and student counseling and placement, and for using community resources in career education. The Project disseminates bimonthly the newsletter, "Open Line" to cover 300 agencies, institutions, projects and individuals in and out of state. A brochure which describes the project and the change strategy is available.

Marysville School District

4220 80th N.E. - Marysville, Washington 98270

206-659-6261

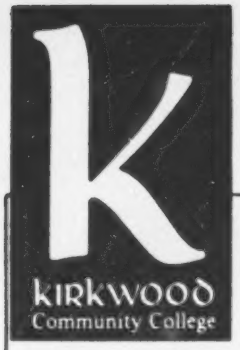
Address and Contact Person:

Mr. Ken Watson, Director
Vocational and Community Education
Marysville School District
4220 80th Street, N.E.
Marysville, Washington 98270

Background: The Community Schools Program in the Marysville School District is operated cooperatively between the district and the Everett Community College. Community Schools serves all people within the greater school district area. The program is coordinated by one half-time Program Manager who reports to the Director of Vocational Education.

Purpose: The Community Schools Program objective is to provide programs and activities which encompass vocational skills, recreational activities and leisure time hobbies.

Description of Program: Until the 1976-77, school year the district had operated a separate program in Community Schools and Adult Education. This year, both programs were put under one person's accountability and a part-time staff member was hired to coordinate the program. Currently the school district has taken leadership in development of offerings in vocational skills training programs. There has been little career education happening in the community education program until this year. An effort to start a career counseling program is being cooperatively tried between the community schools and community college. This has been made possible through a federal grant.



6301 Kirkwood Blvd. S.W.
P.O. Box 2068
Cedar Rapids, Iowa 52406

Address and Contact Person: Lois Weihe, Director
Impact Program for Women
Kirkwood Community College
6301 Kirkwood Boulevard, S. W.
P.O. Box 2068
Cedar Rapids, Iowa 52406

Background: The Career Education Program at Kirkwood is in an early stage of its development. All the elements of career education programs exist to some extent throughout the college; however, the integration and coordination of these various components are still being developed and refined.

Purpose: The purpose of career education at Kirkwood Community College is to provide relevant activities and opportunities for students to develop awareness, or knowledge of self and of the world of work; to explore and investigate alternative choices; to prepare and develop employable skills; to have the information and interpersonal skills necessary for placement; to continue their learning and adjusting once involved in a career; and to equip themselves for mid-life career change as necessary.

Description of Program: Components of the career education program include: Counseling opportunities for incoming, on-going, and leaving students, and for adults in the community who are seeking help in decision-making; credit courses in personal development, career decision-making, and life-style planning; a Personal Achievement Program which provides individualized developmental experiences to those who wish; over 60 vocational-technical programs, many of which are experiential in design and/or carry an internship component; career-oriented arts and sciences programs which carry college credit and entry-level competencies in such fields as accounting, law enforcement, etc.; a Placement Office which is staffed by both a Kirkwood Placement Officer and an Iowa Employment Security Counselor; a cooperative education program; and many non-traditional provisions to meet the unique needs of a diversified student body.

Unique Features: Kirkwood offers programs which meet the needs of age groups from pre-schoolers (Child Care Center) to retired persons (Heritage Agency on Aging). The KEY program allows exploration, experience, and exposure to various vocations for high school-aged youth, and Kirkwood Admissions Office and high school counselors collaborate in administering and interpreting the Career Planning Profile to high school juniors. For adults in the community there are extensive opportunities for exploration, skill and knowledge acquisition, job placement assistance, supplemental vocation programs, and numerous opportunities for learning activities. A self-assessment program has been developed which allows students the opportunity to select academic courses based on self-scored tests, day-by-day activities and their personal preferences.

Southern Maine Vocational Technical Institute

FORT ROAD • SOUTH PORTLAND, MAINE 04106 • TELEPHONE 799-7303

Address and Contact Person: Robert A. Weimont
Assistant Dean of Instruction
Southern Main Vocational - Technical Institute
Fort Road
South Portland, Maine 04106

Background: SMVTI was established in 1946 as Miane's sole State sponsored Institute concerned with postsecondary vocational technical education. Today there are six other VTI campuses in Maine although SMVTI is by far the largest, offering approximately twenty widely varied programs granting Associate degrees, diplomas and certificates.

Purpose: The role of the VTI system in Maine as defined by the Legislature is to offer technical and vocational education designed to train students for direct entry into appropriate occupational areas.

Description of Programs: SMVTI has a day enrollment of approximately 1200 full-time students and an evening part-time student population of about 500. Most programs offer a degree option with all general education courses fully transferable to the State University system, as well as a diploma option and in some areas a certificate option omitting general education and focusing on specified skill training. Each option has varying admissions requirements which are carefully followed to assure that entering students have the academic background needed to succeed in their program.

Unique Features: A unique feature of SMVTI is its evening off-campus extension program called "York County Community College Services" (Maine has no true community college system). This is a cooperative venture offered jointly with the University of Maine designed to bring both vocational and academic associate degree programs to population centers large enough to have a legitimate need for postsecondary education but too small to merit the construction of a permanent campus. Store front "Learning Centers" act as admissions, registrar, financial aid and counseling, and career planning offices designed to bring a personal and individual approach to the mostly nontraditional student body seeking entry into postsecondary education.

CALIFORNIA STATE UNIVERSITY. SACRAMENTO
6000 J STREET, SACRAMENTO, CALIFORNIA 95819

STUDENT SERVICES
COUNSELING CENTER

Address and Contact Person: Dr. Sheldon Weissman
Chairman, Career Education
California State University, Sacramento
Adm. Room 259
6000 J. Street
Sacramento, California 95819

Background: After two years of discussion, California State University, Sacramento, formed a Career Education Task Force for the purpose of designing a creative, comprehensive career education system. The task force is comprised of students, faculty, and community college and business/labor/industry representatives.

Purpose: The task force activities are designed to facilitate the student's self-understanding, integrate career-related experiences, facilitate career decision-making alternatives, and establish career directions. Other goals are to strengthen existing programs, create innovative programs/services, and encourage teacher, counselor, and administrator training programs to infuse career education into their existing educational offerings.

Description of Program: The comprehensive career education system has three components. The first, articulation with feeder community colleges and high schools, includes concurrent enrollment, a consortium for faculty development, and a computerized on-line data bank of student's interests, values, skills, attitudes and work experiences. The second component, campus activities, provides for a Career Resource Center to coordinate the programs for all three components. The Center provides counseling, experiential learning, career information, self-directed learning assistance packages, faculty workshops and other outreach activities. The third component, business-industry-labor, requires cooperative training and internship programs, faculty/business personnel exchange programs, using business as a resource and establishing a business-run career information service.

Unique Features: The system offers unique career awareness and exploration programs for women, ethnic groups, and people with special needs. Plans for expansion include utilizing former students and retired people, broader use of computer terminals, and faculty internships. The intention is to devise a practical, broad-based career education system which could serve as a model for the other eighteen universities and colleges in the state system, the University of California system, and perhaps other post-secondary institutions throughout the nation.

Houston Community College System
22 Waugh Drive, Houston, Texas 77007
Phone (713) 869-5021

Address and Contact Person:

Dr. J. B. Whitely, President
Houston Community College
22 Waugh Drive
Houston, Texas 77007

Background: The Career Education Program at Houston Community College is just getting off the ground. The main area of development at the present time is the Placement and Followup Division.

Purpose: To establish an effective placement program which will meet the needs of all students - early leavers, program completers and graduates. The student employment should be a means of occupational development; the job should not only assist the student with his financial needs, but should be of vocational significance.

Description of Program: It has been said that community college students are less highly motivated and more practically oriented and that they seek training in areas that will give them quick success and financial security. If this is valid, then a large percentage of community college students are terminal and they go to work at the end of two years of college. Vocational choice is a developmental process and not a quick decision; therefore, placement readiness is a process which must be dealt with effectively and quickly in the lives of a community college student.

Our program faces the responsibility of providing financial assistance to its students by making available part-time, full-time and temporary job opportunities; however, the student employment should be a means of occupational development, the job should not only assist him with his financial needs, but should be of vocational significance. Work experience develops vocational and value goals, giving students a sense of their own strengths and limitations. The office provides occupational information regarding employment opportunities, nature of work in an occupation, work environment, job qualifications, unions, discrimination, needed preparation, job entrance requirements, job advancement, earnings, job demands and advantages and disadvantages in fields of employment. A comprehensive placement office is vital in training students to verbally convince the interviewer that they are capable of performing the job and will be an asset to the company. Career Centers are being established in all media locations (Libraries) of the college system.

Unique Feature: The unique feature of this program is that we are bringing other agencies into this program such as Texas Employment Commission, Bureau of Employment Security.

DEPARTMENT OF THE NAVY
NAVY RECRUITING DISTRICT
210 N. 12TH STREET
ST. LOUIS, MISSOURI 63101

Address and Contact Person: Van R. Williamson
Education Specialist
Navy Recruiting District, St. Louis
210 North 12th Street
St. Louis, Missouri 63101

Background: The assigned Education Specialist for what is basically one-half the State of Illinois and one-half the State of Missouri is responsible for establishing and maintaining meaningful two-way communications and cooperation between Navy Recruiting, St. Louis and all secondary institutions as well as the greater community at large. The Education Specialist informs all parties about the All Volunteer Navy and the role education and the greater society must play to assure its success.

Purpose: The primary objective of the Education Specialist is to assure the success of the All Volunteer Navy at the Navy Recruiting District, St. Louis. The programs developed to accomplish this objective vary according to audience being approached but the desired outcome is always the same: increased knowledge and understanding of the AVN and the identification of specific tasks that the participant could do to assist in the program.

Description of Program: The success or failure of any program that sets out to change attitudes rests with constant meaningful communication. A few of the projects that the Navy Education Specialists have readily available are:

A. Military Career Awareness Course for Educators (MILCACE)

B. Educator Orientation Visits (EOVS)

C. Membership Activities in Professional Organizations

D. Making Presentations and Exhibiting at Professional Organizations

E. Armed Services Vocational Aptitude Battery

The use of these specific tools and/or self-designed material depends on the nature of the group being addressed.

Unique Features: Flexibility in establishing procedures and programs for meeting the long-range goal; increasing the understanding of the All Volunteer Navy and identification of specific tasks educators and the community can do to secure our success.

WAYNE COUNTY Community COLLEGE

4612 WOODWARD AVENUE • DETROIT, MICH. 48201
TELEPHONE: 313-832-5500

OFFICE OF THE PRESIDENT
DR. REGINALD WILSON

Address and Contact Person: Dr. Reginald Wilson, President
Wayne County Community College
4612 Woodward Avenue
Detroit, Michigan 48201

Background: The career education components of the Division of Student Services of Wayne County Community College are coordinated through three networks: 1) Assessment, Counseling and Support; 2) Institute for Human Resources; and 3) Student Placement Office.

Purpose: The interaction of the three networks of career education provide evaluative, educational and placement services to assist the student to determine, prepare and complete the best educational plan to meet the student's needs.

Description of Program: 1) Assessment, Counseling and Support. In the major instructional centers of Wayne County Community College, assessment of basic skills is required for entering freshmen. Based on the assessment results, students are either counseled into the various academic/occupational programs or directed to a program of development support studies which includes: basic cognitive skills improvement, study skills, and career orientation and guidance. 2) Institute for Human Resources. The Institute is a TRIO Program which has received HEW funding since 1973. The Institute offers a variety of services including: career evaluation, assessment and planning; individual counseling and guidance; biofeedback training (controlling cognitive processes); group counseling; academic planning; educational tutoring, etc. 3) Student Placement Services. The Office of Student Placement is part of a network of college placement offices in nine community colleges in Southeastern Michigan (SEMLCC) that has received a State grant since 1973 to coordinate computer access to complete labor market and job placement information for Michigan and surrounding areas. This office also coordinates work-study and temporary job assignments for students while in school. Follow-up studies are also conducted.

Unique Features: Both the Institute for Human Resources and the SEMLCC Placement Services are one-of-a-kind career education funded programs.

Kershaw County Vocational Center

ROUTE 2 • TELEPHONE 432-9081

CAMDEN, SOUTH CAROLINA 29020

Dr. Gil Woolard
Director

Address and Contact Person: Dr. Gil Woolard, Director
Kershaw County Vocational Center
Route 2
Camden, South Carolina 29020

Background: The Kershaw County Vocational Center, opened in 1968, occupies a landscaped campus representing a multi-million dollar investment of local, State, and Federal funds. Students from 16 years to over 60 years old are grouped for compatibility. The staff, both master teachers and master craftspersons, emphasize career development, occupational preparation, and job-skill training.

Purpose: The primary daytime mission of this campus is toward students enrolled in the five public high schools of the county, with adults included on a space available basis. In the evenings, adults progress toward career goals on a continuing basis, pre-high school, high school, and post-high school "Advanced Diploma" courses are taught. This campus is a community career school, serving the needs of all the community. Community advisory groups are very active.

Description of Program: The various programs include academic, vocational, and general interest courses, plus Manpower, college extension and Veterans' training. A new approach in cooperative education and business-industrial liaison took shape in Operation Job Impact. Three special program efforts are the TAC (Trades and Crafts) program for the handicapped and disadvantaged, the Career Education program for grades 1-12 and teaming together vocational and adult education. A full-time adult learning lab and student placement services have been added, as well as flexible scheduling of career skill courses. The staff also has written four State guides and has intensive inservice training. The enrollment in all programs is expected to exceed 4,000 in 1977.

Unique Features: The enormous effort and exemplary history suggest that this campus has progressed beyond the definition of a vocational school. The students, teachers and citizens propose that this institution be called "The Kershaw County Career Campus." A campus with the capability and courage to meet the changing educational needs of a growing community is not a dream but a viable plan for the future.

Idaho State University
POCATELLO, IDAHO
83209

COLLEGE OF EDUCATION
Department of Education

Address and Contact Person: Dr. John Zaugra
Assistant Professor
Department of Education
Career Education
Idaho State University
Pocatello, Idaho 83209

Background: The College of Education at Idaho State University serves both students and the community of educators in the State. The College has had a career education curriculum since 1974.

Purpose: The College of Education at Idaho State University attempts to serve its students by providing a background in career education and to serve the community by fostering professional communication among educators in the State.

Description of Program: The career education curriculum in the College of Education is designed to give education students an understanding of career education, vocational psychology and vocational guidance. The courses covering these topics require the student to develop a theoretical comprehension of career education. Students also conduct interviews so as to gain a first-hand understanding of career development. Of equal importance is the College's responsibility to educators in the State. In order to contribute to the professional growth of school personnel, a newsletter, "Career Education," has been published since 1974. The contents of the newsletter cover current trends and innovative practices in career education, conceptualization issues, a practitioner's corner and book reviews. Each issue focuses on a different theme, such as the need for career education and doing career education.

Unique Features: Two major features of our training program include: (1) providing education students (majors) with practical experiences to see how career education concepts are made operational in the regular academic classroom; here, an attempt is made to help students integrate CE concepts into the regular curriculum; and (2) counseling students (majors) with practical experiences to see how CE concepts are made operational in teacher advisory programs, classroom meeting with students, and parental study groups. The major purpose of these experiences is to assist students in their understanding and application of CE concepts.

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